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Sally Greenhill

k in business, 1978 : the gates open on a new term.

Lead, kindly light . . .

year of the great debate ended not in the of Prime Minister Callaghan, but in that of nal Newman, most quoted man at the Christ- conferences.

the turn of the year; those teachers and edu- ists who gathered together were not wholly ccupied with the nuts and bolts of the cur- um, exams and preparation for work that be expected to aggravate the year ahead. pay claims and law and order in the class- only occupied a part of their time. Instead, were being encouraged by speakers at both and Birmingham to consider the idea of ation as an end in itself.

the North of England conference, this self- ination—" what are we doing, who and what for?"—centred mainly on universities. For NAS-UWT conference, Professor Tom Stonier prepared to go further and assert that the function of all education was not to teach dent how to make a living but how to live.

rd James of Rusholme came out, appropri- enough, as the leader of the 1978 backlash nst relevance in his presidential address to North of England conference. His strong nter-attack for elitism, though admitting that versities had sometimes misrepresented both and Newman in claiming uselessness as a ive merit, pointed out that minority studies d also be supremely useful in training the .

ver at Birmingham, Professor Stonier, an rican biologist, was giving the NAS-UWT a dissimilar line. In a highly automated future, would be more time and space for growth education, and knowledge could create st as well as manufacturing industry.

Back at York, however, Dr Patrick Nuttgens, practised disciple of relevant vocational education, had also polished up his Newman for reply to James.

"The intellect, instead of being formed or sacrificed to some particular or accidental purpose, some specific trade or profession, or study or science, is disciplined for its own sake, for the perception of its own proper object, and for its own higher culture . . ."

He placed his extract from *The Idea of a University* firmly into a historical analysis, alongside Matthew Arnold's *Culture and Anarchy*, as one of the influences which helped to drive Victorian upper class education into retreat from the realities of industrial revolution and into the arms of cultural elitism.

As all the speeches of the past year have reiterated, that conflict between relevance and elitism continues, along with the discriminating "hierarchy of esteem" which Sir Alex Smith reminds us of. The trouble is that very few able people are wholly concerned with Knowledge for its Own Sake—certainly not as many as now trudge through specialized honours degrees—and very few are wholly obsessed with the vocational application of knowledge either. The pretence that a higher education system can be built on such false stereotypes is one of the causes of the present academic malaise.

No comment

At present the number of secondary age pupils is showing some small decrease. . . . This will bring problems in the future and the deputy head appointed will be expected to contribute to the solution—job details for second deputy headship.

Storm centre
The Sutton Centre—Nottinghamshire's four-year-old showplace school—is to have a full inspection because of a lesson on swearing. Report page 3, comment page 2

Milking mountains
The Common Market has given Britain £5m so that more children can drink free school milk and so reduce the milk products mountain. Details of the scheme will be announced soon page 3

Militant masters
The Assistant Masters' Association, meeting in Cardiff, is threatening to breach the 10 per cent pay guidelines unless specific guarantees are given to improve teachers' pay in the next two years page 3

Arise Sir James
A Knighthood for James Hamilton, permanent secretary of the DES, and a GCB for Sir William Pile, his predecessor, are among this year's New Year's Honours pages 6 and 7

Examining language
Roger Knight looks at the gap between the classroom teaching of English and the demands of the examiners page 11

Doubly in need
Joe Benjamin examines the position of the 120,000 children now in care page 12

Uniting nations
Tim Albert visits "Brussels 1"—the EEC school which provides an education for the sons and daughters of Eurocrats page 13

Ladies at grace
Fay Weldon writes about feminist literature page 14

Of smock and sickle
Tom Corfe reviews a selection of local histories page 15

Family history
Frances Hill evaluates the BBC's radio tribute to Christopher Fry on the occasion of his seventieth birthday page 54

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An essential HMI function

The saga of the Sutton Centre (page 1) will be only too familiar to people interested in attempts to adapt secondary education to the needs of the young people in them, and to a comprehensive intake. It is one in a long line of such incidents—Countesthorpe was the most famous—where a fairly trivial incident sparks a major local row.

The Sutton Centre is probably the best known of the handful of lavish community centres, incorporating schools, planned in the 1960s. With expenditure cuts in will be many years before any more are likely to be built, and it is important to watch their development and assess their effectiveness.

The school had several months for planning before it opened, its curriculum and organization were the result of hard thought, and a great deal of trouble was, and is, taken to explain them to parents. All parents are visited at home by their child's tutor, and are directly involved in the school's elaborate reporting and assessment procedures.

The decision to abandon GCE O levels in favour of CSE probably gave an unwise hostage to fortune (with the likely decision for a common exam, schools will be spared this difficult choice) but parents have not complained about that decision in the current row—indeed, very few parents have complained.

What has now happened is that a protest—triggered off by an incident in the social studies course—by a group of parents of third years who recently joined the school when their own school was merged with Sutton was quickly blown up to an affair for the full County Council.

None of the established procedures for dealing with such incidents were gone through. The matter was not taken up with the local, in the governing body, or with the chief education officer; instead, the matter went straight to the chief executive and the politicians began to campaign for a lay committee of inquiry to expose every imagined iniquity.

Now, at least, an attempt is being made to handle the matter a bit more professionally. A full inspection by HMI is now to take place as the local National Union of Teachers has quite properly demanded, while refusing to cooperate with an amateur task force.

The affair shows how important it is that HMIs should keep, and even develop, their inspecting function: it is an immensely difficult job to assess educational objectives and standards, and in circumstances of local controversy one that is often best done by national, not local, experts.

Of course laymen have a right to inquire into the workings of schools; no ond in his senses would deny that schools must be "accountable" to the public in various ways. But there is a well-established form of inquiry, accepted by professionals, and only when that procedure has been proved to be unsatisfactory in a specific case should there even be discussion of other expedients.

Accountability" is not a one-way business. Local councillors and officers also have duties to the schools they control. The kind of fuss that has happened at Sutton-in-Ashfield instantly destroys much of the confidence any new school must build in its first few years, distracts the staff from their everyday business, upsets the workings of the school for pupils, and undermines morale.

In search of numeracy

Tomorrow Independent Television start broadcasting *Make it Count*, a series of 13 weekly programmes designed for those who cannot cope with numbers.

The programmes are part of a package course developed by the National Extension College with a £10,000 grant from the Nuffield Foundation. The NEC publishes the workbook, puzzles, games and a package of tutor training materials which will be given free to local authorities. Yorkshire Television has made the half-hour programmes.

The NEC estimates that people who cannot do the sort of simple mental arithmetic needed for checking change and comparing prices are far more numerous than those who cannot read. Five million minimum, 10 million probably no over-estimate is its guess.

The scheme grew out of the adult literacy scheme and ironically enough comes on the air just as the national agency for Adult Literacy is folding up. Many of the tutors working with illiterate adults have found that they also need help with arithmetic. Nottingham Council for Voluntary Service found that their literacy work was developing into number work, and they, with the Shell Centre for mathematics at Nottingham University became involved with the NEC in the mathematical content of the course.

There have been complaints, aired in the *TES* and elsewhere—that it is not sensible for television companies to put out more and more programmes which create demand for local authority services which the authorities are unable to meet. Time now for consolidation and evaluation, not for stoking up new demands, it is said.

In a rational world it might make sense to wait till the local education authorities are geared up to meet future demand. But anyone who supposes that will happen simply by telling the television authorities to hold their horses has a rum idea of how LEAs work, and a rum idea, too, of the politics of adult education.

It may be true, as adult education has been able to show in the past, that demand is created by opportunity; but the way of the world is to require demand before opportunity can be conjured up. In time it will become possible to make a more considered assessment of the results of the adult literacy programme when the DES-commissioned evaluation is completed, but there is no reason to wait for this before trying out new ideas like the NEC/Yorkshire initiative, which is to have its own evaluation built into it.

Patter of tiny feet

The latest birthrate figures will cause a flutter among seasoned statistics-watchers. Last year there were signs that the downward trend which has produced a fall in the number of children born each year since 1965 was falling off. All eyes will be on the next few sets of figures issued by the Office of Population, Censuses and Surveys, to see if this is confirmed.

An up-turn has long been forecast and is not inconsistent with the school population projections which have been invoked to close colleges of education. But all previous projections have come unstuck in the face of the magnificent unpredictability of the reproductive instinct, and about the only safe prediction is that whatever has been projected will not actually eventuate.

In 1970 the trend gave a falsely very similar to what seems to have happened in the second half of 1977. It was enough to hold up the publication of forecasts which might have justified an exodus of colleges in teacher training (and fewer unemployed teachers). But this proved to be an aberration and was followed by an even steeper decline.

Nobody knows how to weigh such factors as easy and reliable contraception and abortion, the women's movement and changes in expectations about the family, against fluctuations in optimism and pessimism about life and death, jobs, North Sea oil, pollution and the rest of it. But it would be remarkably odd (and distinctly inconvenient) if the downward trend were to continue without interruption, besides being against all previous experience. And the number of young people in their early twenties will be rising over the next seven years or so.

Talking it over

Joan Tough on communication skills in early childhood.

The publication earlier this month of the book *Talking and Learning*—and the set of video tapes with the same title—marks the completion of the original commitment of the Schools Council *Communication Skills in Early Childhood* project.

As the project director, I experience some sense of satisfaction that many of the objects we set out with in 1973 have been achieved. The greatest satisfaction in looking at *Talking and Learning* is to see how much it reflects the views and suggestions of the teachers who worked with the project. What it cannot do, perhaps, is reflect the interest and commitment and, at times, the exuberance and excitement that the project team and the many teachers who worked with us experienced during its development.

Looking back over those years, I remember most of all the goodwill and wholehearted involvement of the teachers in the working parties. I listened to many of these teachers in workshop meetings, joined in their discussion, saw work in schools, I became convinced that the workshop approach was the key to the success of the project. The book, the video tapes and the notes were all designed to raise issues for discussion as teachers see about examining their own practice. The recordings teachers made of themselves talking with children created the impetus to develop new skills and so increase their own effectiveness as teachers.

A curriculum development project of this kind is different from carrying out basic research: since it deals with aspects that teachers already recognize as important, the success of the whole enterprise depends upon the relevance and practical application of whatever is done. Although there must be objectivity in examining problems and a questioning of assumptions and values, there can be wholehearted identification with the underlying philosophy. It is this commitment that lends a cooperative enterprise in which ideas are exchanged, new ideas developed and all can see that their work makes a contribution to the end result. The test will now be to see how useful the published materials will be for school-based curriculum development and for the organization of series of workshop meetings.

Talking and Learning follows from the book and video tapes published in 1976 under the title *Listening to Children Talking*. *Listening to Children Talking* was designed to help teachers to observe children and to note how they use language in a range of situations so that they build up a picture of each child's skills in using language. We have called this process "making an appraisal" of the child's use of language. *Talking and Learning* develops this concept further and sees the teacher's appraisal of a child's skills and difficulties as the basis for action in which the deliberate use of dialogue gives the child essential experiences of using talk.

Talking and Learning is concerned with the way in which teachers use their talk with children as a means of helping children to learn. The book introduces a number of topics and includes materials for analysis and suggestions for follow-up activities with children. The video tapes show examples of children and teachers talking in the classroom which illustrate at a practical level the issues raised in the book. Teachers are first asked to examine their own assumptions about children and the purpose of education for young children and consider how this influences the way in which they talk with children. A classification of dialogue strategies is put forward to help teachers analyse their own use of talk and to judge its effectiveness in helping children to think more deeply and to express their ideas more fully.

The major part of *Talking and Learning* is concerned with the curriculum of nursery and infant schools and the potential of different activities for promoting children's skills of using language. How can teachers judge the contribution that talking with children can make to their play? What opportunities do children's efforts to represent aspects of their experiences through drawings, paintings and making models offer for helping children to talk and communicate their ideas to others? How can children's investigations of aspects of their experience, both in and outside the classroom, be used to help them develop and express understanding? What are our aims in using literature with young children? In short, *Talking and Learning* considers how children's thinking and use of language can be extended through the normal everyday activities of nursery and infant classes.

Fundamentally, the project has been concerned with talk as the most important means that teachers have of influencing children's learning. All teachers agree that language plays an important role in education but they may regard reading and writing as the only important skills. Many teachers feel that the main role of primary education is to establish these skills so that education can begin in earnest. Some teachers may see talk as a nuisance and something to be discouraged in school, but most teachers see language as important in the early years, although they may not be sure what its role should be. How can our knowledge of the role of language in education be used to help us become more effective as teachers?

There is evidence that children can think without talking but it is important to remember that we cannot appreciate a child's thinking unless he or she can give us a view of it, and for the most part talk is the only means the child has for making meaning explicit. The inward use of language seems to play an important part in more complex thinking and in the first place this must develop from the expression of ideas through talk.

We know that the child needs a basis of concrete experience for his or her thinking and we are now beginning to realize the importance of the talk that accompanies those experiences in helping the child to make sense of them and place them in some structure. Just as we invoke the principle of "learning by doing" in many nursery and infant school activities, so we should see the need for the child to be involved in thinking and expressing his or her thinking through talk with others. No kit or programme can provide a substitute for the continuing involvement in talk with the adult through which ways of examining everyday experiences are learnt.

Many teachers have used the book and video tapes *Listening to Children Talking*. I hope they will now find the book and video tapes *Talking and Learning* a worthwhile and stimulating basis from which they can go on to examine their own talk in the classroom, and, through discussion with one another, to make their own practice more effective.

Joan Tough, of the School of Education, University of Leeds, was director of the Schools Council project on communication skills: "Early Childhood and Seven to Eleven."

School mastery

Lawrence Stenhouse discusses Benjamin S. Bloom's "Human Characteristics and School Learning" (New York McGraw-Hill)

I find this a strange book: very well-intentioned but desperately plodding and limited; explicitly optimistic, implicitly deeply pessimistic about the possible results of schooling.

The theme is a theoretical elaboration of Bloom's earlier work on mastery learning. Starting from the promise that most people can learn what schools are trying to teach them if only they are given enough time and careful instruction (and this is the foundation of the theory of mastery learning), Bloom goes on to examine the cumulation of failure in the history of individual learners, which arises because they are not given time to master what they need to learn before taking the next step forward. Hence failure is piled upon failure.

A large number of students have neither the knowledge ("cognitive entry behaviours" or "CEBs") nor the hope and confidence ("affective entry characteristics" or "AECs") after years of failure to learn the new things they are asked to learn. If we adjusted the pace to suit each individual student, we could overcome much of the failure in our schools. One needs to focus one's attention on the history of the learner.

Quality of instruction (Q of I) is important too, but Bloom can tell us little about it. It has, he explains, to do with the tutor making clear what is to be learned, what the student is to do, and how he is to do it; and then providing active participation, reinforcement, feedback and correction.

Now the fact of the matter is that, although neither Herbart nor Sir John Adams would be surprised by any of this, it is undeniable that self-evident truths do get forgotten or laid aside. And many of the truths in this book are all too often neglected in a school system which has become accepting of individual failure.

It will be ironic if this tedious, plodding and pitiful/minus book—what a mercy that Polonius was not a social scientist—actually produces beneficial effects in the educational system which would not have followed from a brief and literate statement of the position which could have been achieved in 6,000 words. But, given Bloom's reputation, it is by no means unlikely this calls will be the result. Indeed, I have already met with an instance of a Canadian school reorganized to accommodate mastery learning under the inspiration of Bloom's doctrine, and apparently with very beneficial results.

But this book is disposable unless you want to collect emphatic platitudes like: "In effect, the theory states that if educators want student learning outcomes of a particular type, then they must the history of the learner."

Bloom's CEBs and AECs are limiting his vision, but clearly some of the best things in heaven and earth are not dreamed of in his psychology.

Lawrence Stenhouse is director of the Centre for Applied Research in Education, University of East Anglia.



Showpiece comprehensive goes on trial

One of Britain's most famous showpiece communal comprehensives is to be given a full inspection by HM Inspectorate, after a local row that began with a third year lesson on swearing.

The Sutton Centre, at Sutton-in-Ashfield, Nottinghamshire, opened only four years ago. The school (left) is one part of a large complex right in the middle of the town, with a skating rink, bowls hall and sports centre, day care for old and handicapped people, and a wide range of adult education activities.

Its buildings—open-plan teaching spaces round coffee bars—were designed to fit advanced thinking about secondary and community education in the late 1960s, and to merge into the rest of the centre and the town.

The common curriculum followed by every pupil in the first three years consisted of 11 areas of study, some with fancy titles. The swearing lesson came into "personal relationships and community service", which wraps up religious education, careers education, health and sex education and social and community studies.

The school's most unusual decision was that no O level courses would be taught: all pupils would do CSE. Much care was taken to explain the school in general and this decision in particular to parents and employers.

An independent survey of parents' opinions was made after three years, and showed them to be basically happy with the school. By last summer, the head, Mr Stewart Wilson, felt that any teething difficulties were over.

Last term two secondary moderns were merged with the school. A third-year group from one of them was set a topic on swearing. It was designed to ask:

- What do you mean by swearing?
- When is it necessary to swear or make an oath?
- Why do I think people swear? Give examples.
- Do some kinds of swear words give more offence than others? Why? Is it the word or the way it is said?
- Does it make any difference who is swearing?
- What can any might prevent me from swearing?
- What standards do you expect in your friends, of the opposite sex; older family; younger family; your children; yourself?

During this particular lesson the teacher wrote an F and some milder swear words on the board.

The lesson led to a few parents—31 from a 1,500-strong school, at their best-attended meeting—to form an action group in protest.

In last year's local government elections, Nottinghamshire swung dramatically to the Conservatives. As a result, all but three members of the school's governing body, including the chairman, were newly appointed.

The HMIs have now been called in, and the head says he welcomes the idea of a full inspection. But Mr Fred Ruddler, Conservative chairman of the new county council, said this week that the council might well decide to go ahead with its own investigation—though it would wait for the HMIs' report before doing so.

Virginia Makins

TUC repeats call for ban on Front

The TUC has again called on the Government to protect school children from racist propaganda and agitation and to ban National Front speakers and their material from all schools.

It was "extremely disappointed", it says in a statement, by the response by Mrs Williams, the Education Secretary, to its earlier request for a ban.

"The TUC remains convinced that there is an urgent need for action and is to write to the Secretary of State reiterating the need for immediate action to protect school children from racialist propaganda and agitation."

Mrs Williams had said the matter should be dealt with by a newly established working party set up by the Commission for Racial Equality.

"It would be wrong", said her letter, "to underestimate the extent of National Front activity in the schools, but the last thing we want to do is to overestimate it and so give the National Front precisely the kind of fillip it would like."

Slim advice on induction schemes

Induction schemes for probationary teachers are thin on the ground, to judge from a guide produced by the Department of Education and Science.

The guide is the first practical benefit to emerge from the three-year government-sponsored pilot schemes begun in 1974 in Liverpool and Northumberland. But its nine pages amount to only the barest summary of the detailed reports issued regularly by the schemes' evaluators.

A few days in the school the term before starting work, a lighter-load teaching load and attachment to a teacher-tutor are recommended for the beginner.

The cost of operating a scheme is put at £1,000 a probationer if one day a week release is granted, plus £100-£200 to cover the costs of the scheme.

Making Induction Work free from Information Division, Room 1727, DES, Elizabeth House, York Road, London, SE1.

Anti-pornography

An immediate legal ban on the use of children under 16 for pornographic photographic sessions was demanded this week by Mr Harry Hallon, head of Cardinal Newman School, Coventry.

In his presidential address to the Catholic Teachers' Federation annual conference in Coventry, he called on teachers, whatever their religious or political persuasion, to demand a law against the "sexploitation" of young children.

Masters demand pay safeguards—or else

by Stephen Cohen

The Assistant Masters' Association intends to breach the 10 per cent pay guidelines unless specific guarantees are given to improve teachers' pay within the next two years.

Mr Andrew Hutchings, general secretary, spelt out for the association's annual conference in Cardiff this week the conditions under which he would accept a 10 per cent pay rise for his 40,000 members. Four guarantees would have to be met, he said:

The employers—local education authorities—would have to accept that a settlement within the guidelines would at least keep pace with inflation.

A further salary claim would be allowed if forecasts of increases in inflation proved to be optimistic.

A review should be set up of the full in value of teachers' salaries during phases one and two of Government pay policy with a commitment to appropriate action.

The local authorities would pledge themselves to restore teachers' salaries to their 1974 levels within two years. This would mean rises varying from 10 per cent at the bottom of the pay scales to 40 per cent at the top.

A 10 per cent rise, if offered and accepted would give a new teacher a weekly income of £56.90 while the deputy head of the largest secondary school would get £155.55.

The association's minimum demand would add £200m to the £2,000m salary bill for the education service. Mr Hutchings, who is chairman of the employees' side of the Burnham Committee which negotiates teachers' pay, said he was not very confident that the guarantees would be given.

Morals begin at home

Parents were told this week to adopt proper standards of sexual behaviour instead of expecting teachers to inculcate moral attitudes in their children.

Mr Gordon Gorrie, retiring chairman of the Assistant Masters' Association, told the conference that parents should set a good example to children.

"Society cannot ask of teachers that they implant in the nation's children attitudes and standards which they will see ignored and flaunted so blatantly by adults on every hand. That is asking us to become mountebanks, charlatans and hypocrites.

"Why does society not put its own house in order before rummaging in our dusty cupboards?"

Mr Gorrie complained that teachers were compelled to lead children in a corporate act of worship every morning when most adults could not be persuaded to join in such a ceremony just once a week. It was the Church's responsibility to nurture a religious faith in children, not the teachers.

"Similarly, proper standards of sexual behaviour and understanding should be inculcated in children by the example of their parents and intimate relatives, not in the comparatively cold, clinical aloofness of a clinical lesson."

Caning probe urged in Croydon

Mrs Shirley Williams, the Education Secretary, is to be asked to hold an inquiry into allegations of "excessive use" of the cane in four secondary schools in Croydon, South London.

The allegations were made by the Society of Teachers opposed to Physical Punishment, which has asked Mrs Williams to investigate.

Mr Colin Bagnall, secretary of the society claimed this week that punishment book details given by the education committee show that more than 1,000 pupils were caned in Croydon secondary schools last year.

At one school, he alleged, the cane is used at a rate of between two and three times every day.

At another it is used between once and twice a day; in several other schools it is also in "constant use".

More than 200 pupils had been caned more than once, the society claimed. One pupil was caned 11 times.

Mr Bagnall said the figures proved that corporal punishment was not only ineffective, but an actual incitement to bad behaviour. Far from dying out, corporal punishment was on the increase.

In some schools, he said, it was being used as a first, rather than a last resort. The cane was totally unnecessary—13 out of 35 secondary schools used no corporal punishment at all during the year.

Mr Norman Dunn, deputy director of education for Croydon, said he did not want to comment on the society's figures, except to point out that the basis of its work related to replies to open council meeting questions.

The society's claim of more than 1,000 boys caned seemed to relate to 1,324 actual entries in the punishment book, but some pupils had been entered twice; the actual number of boys caned was 962.

Heads, he said, were allowed to use the cane at their discretion.

Last year Mrs Williams asked a wide range of interests to submit their views on the use of corporal punishment in schools.

The European Court of Human Rights is to investigate a complaint by a Scottish mother about the use of the tawse for punishment in Scottish schools, and also a complaint about the judicial birching of a 15-year-old offender in the Isle of Man. The hearings in the birching case will start on January 17.

More to get free milk

A £5m grant from the Common Market will be used this year to expand the free school milk programme and to encourage the consumption of milk. Guidance will be going out to LEAs in the next few weeks explaining how the scheme will be administered.

At the moment all children up to the age of seven can drink free school milk and those up to the age of 12 are allowed it on health grounds. The Common Market money is expected to extend the age limit but final details are still being negotiated by the Department of Education and Science and the local authorities. Contrary to some press reports, the scheme will not involve any extra public expenditure.

It is thought it will not significantly increase milk consumption but will make it cheaper for local authorities to provide free school milk. LEAs will probably have to submit claims to the DES for approval and the money will filter through from Brussels via the Agriculture and Fish Intervention Board.

The grant was negotiated last year as part of what is known as the milk prices package, an attempt to encourage people to drink more milk and thereby reduce the butter and milk products mountains.

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An essential HMI function

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The affair shows how important it is that HMIs should keep, and even develop, their inspecting function: it is an immensely difficult job to assess educational objectives and standards, and in circumstances of local controversy one that is often best done by national, not local, experts.

Of course laymen have a right to inquire into the workings of schools: no one in his senses would deny that schools must be "accountable" to the public in various ways. But there is a well-established form of inquiry, accepted by professionals, and only when that procedure has been proved to be unsatisfactory in a specific case should there even be discussion of other expedients.

"Accountability" is not a one-way business. Local councillors and officers also have duties to the schools they control. The kind of fuss that has happened at Sutton-in-Ashfield instantly destroys much of the confidence any new school must build in its first few years, distracts the staff from their everyday business, upsets the workings of the school for pupils, and undermines morale.

In search of numeracy

Tomorrow Independent Television start broadcasting *Make it Count*, a series of 13 weekly programmes designed for those who cannot cope with numbers.

The programmes are part of a package course developed by the National Extension College with a £10,000 grant from the Nuffield Foundation. The NEC publishes the workbook, puzzles, games and a package of tutor training materials which will be given free to local authorities. Yorkshire Television has made the half-hour programmes.

The NEC estimates that people who cannot do the sort of simple mental arithmetic needed for checking change and comparing prices are far more numerous than those who cannot read. Five million minimum, 10 million probably no over-estimate is its guess.

The scheme grew out of the adult literacy scheme and ironically enough comes on the air just as the national agency for Adult Literacy is folding up. Many of the tutors working with illiterate adults have found that they also need help with arithmetic. Nottingham Council for Voluntary Service found that their literacy work was developing into number work, and they, with the Shell Centre for mathematics at Nottingham University became involved with the NEC in the mathematical content of the course.

There have been complaints—aired in the *TES* and elsewhere—that it is not sensible for television companies to put out more and more programmes which create demand for local authority services which those authorities are unable to meet. Time now for consolidation and evaluation, not for stoking up new demands, it is said.

In a rational world it might make sense to wait till the local education authorities are geared up to meet future demand. But anyone who supposes that will happen simply by telling the television authorities to hold their horses has a rum idea of how LEAs work, and a rum idea, too, of the politics of adult education.

It may be true, as adult education has been able to show in the past, that demand is created by opportunity; but the way of the world is to require demand before opportunity can be conjured up. In time it will become possible to make a more considered assessment of the results of the adult literacy programme when the DES-commissioned evaluation is completed, but there is no reason to wait for this before trying out new ideas like the NEC/Yorkshire initiative, which is to have its own evaluation built into it.

Patter of tiny feet

The latest birthrate figures will cause a flutter among seasoned statistics-watchers. Last year there were signs that the downward trend which has produced a fall in the number of children born each year since 1965 may be tailing off. All eyes will be on the next few sets of figures issued by the Office of Population, Censuses and Surveys, to see if this is confirmed.

An upturn has long been forecast and is not inconsistent with the school population projections which have been invoked to close colleges of education. But all previous projections have come unstuck in the face of the unpredictably impressive ability of the reproductive instinct, and about the only safe prediction is that whatever has been projected will not actually eventuate.

In 1970 the trend gave a miscreant very similar to what seems to have happened in the second half of 1977. It was enough to hold up the publication of forecasts which might have justified an earlier cut-back in teacher training (and fewer unemployed teachers). But this proved to be an aberration, and was followed by an even steeper decline.

Nobody knows how to weigh such factors as easy and reliable contraception and abortion, the women's movement and changes in expectations about the family, against fluctuations in optimism and pessimism about life and death, jobs, North Sea oil, pollution and the rest of it. But it would be remarkably odd (and distinctly inconvenient) if the downward trend were to continue without interruption, besides being against all previous experience. And the number of young people in their early twenties will be rising over the next seven years or so.

Talking it over

Joan Tough on communication skills in early childhood.

The publication earlier this month of the book *Talking and Learning*—and the set of video tapes with the same title—marks the completion of the original commitment of the Schools Council *Communication Skills in Early Childhood* project.

As the project director, I experience some sense of satisfaction that many of the objects we set out with in 1973 have been achieved. The greatest satisfaction in looking at *Talking and Learning* is to see how much it reflects the views and suggestions of the teachers who worked with the project. What it cannot do, perhaps, is reflect the interest and commitment and, at times, the exuberance and excitement that the project team and the many teachers who worked with us experienced during its development.

Looking back over those years, I remember most of all the goodwill and wholehearted involvement of the teachers in the working parties. I listened to many of these teachers in workshop meetings, joined in their discussion, saw work in schools, became convinced that the workshop approach was the key to the success of the project. The book, the video tapes and the notes were all designed to raise issues for discussion as teachers set about examining their own practice. The recordings teachers made of themselves talking with children created the impetus to develop new skills and so increase their own effectiveness as teachers.

A curriculum development project of this kind is different from carrying out basic research: since it deals with aspects that teachers already recognize as important, the success of the whole enterprise depends upon the relevance and practical application of whatever is done. Although there must be objectivity in examining problems, and a questioning of assumptions and values, there can be whole-hearted identification with the underlying philosophy. It is this commitment that leads to a cooperative enterprise in which ideas are exchanged, new ideas developed and all can see that their work makes a contribution to the end result. The test will now be to see how useful the published materials will be for school-based curriculum development and for the organization of series of workshop meetings.

Talking and Learning follows from the book and video tapes published in 1976 under the title *Listening to Children Talking*. *Listening to Children Talking* was designed to help teachers to observe children and to note how they use language in a range of situations so that they build up a picture of each child's skills in using language. We have called this process "making an appraisal" of the child's use of language. *Talking and Learning* develops this concept further and sees the teacher's appraisal of a child's skills and difficulties as the basis for action in which the deliberate use of dialogue gives the child essential experiences of using talk.

Talking and Learning is concerned with the way in which teachers use their talk with children as a means of helping children to learn. The book introduces a number of topics and includes materials for analysis and suggestions for follow-up activities with children. The video tapes show examples of children and teachers talking in the classroom which illustrate at a practical level the issues raised in the book. Teachers are first asked to examine their own assumptions about children and the purpose of education for young children and consider how this influences the way in which they talk with children. A classification of dialogue strategies is put forward to help teachers analyse their own use of talk and to judge its effectiveness in helping children to think more deeply and to express their ideas more fully.

The major part of *Talking and Learning* is concerned with the curriculum of nursery and infant schools and the potential of different activities for promoting children's skills of using language. How can teachers judge the contribution that talking with children can make to their play? What opportunities do children's efforts to represent aspects of their experiences through drawings, paintings and making models offer for helping children to talk and communicate their ideas to others? How can children's investigations of aspects of their experience, both in and outside the classroom, be used to help them develop and express understanding? What are our aims in using literature with young children? In short, *Talking and Learning* considers how children's thinking and use of language can be extended through the normal everyday activities of nursery and infant classes.

Fundamentally, the project has been concerned with talk as the most important means that teachers have of influencing children's learning. All teachers agree that language plays an important role in education but they may respond reading and writing as the only important skills. Many teachers feel that the main role of primary education is to establish these skills so that education can begin in earnest. Some teachers may see talk as a nuisance and something to be discouraged in school, but most teachers see language as important in the early years, although they may not be sure what its role should be. How can one knowledge of the role of language in education be used to help us become more effective as teachers?

There is evidence that children can think without talking but it is important to remember that we cannot appreciate a child's thinking unless he or she can give us a view of it, and for the most part talk is the only means the child has for making meaning explicit. The inward use of language seems to play an important part in more complex thinking and in the first place this must develop from the expression of ideas through talk.

We know that the child needs a basis of concrete experience for his or her thinking and we are now beginning to realize the importance of the talk that accompanies those experiences in helping the child to make sense of them and place them in some structure. Just as we invoke the principle of "learning by doing" in many nursery and infant school activities, so we should see the need for the child to be involved in thinking and expressing his or her thinking through talk with others. No kit or programme can provide a substitute for the continuing involvement in talk with the teacher through which ways of examining everyday experiences are learnt.

Many teachers have used the book and video tapes *Listening to Children Talking*. I hope they will now find the book and video tapes *Talking and Learning* a worthwhile and stimulating basis from which they can go on to examine their own talk in the classroom, and, through discussion with one another, to make their own practice more effective.

Joan Tough, of the School of Education, University of Leeds, was director of the Schools Council project on communication skills: "Early Childhood and Seven to Eleven."

School mastery

Lawrence Stenhouse discusses Benjamin S. Bloom's "Human Characteristics and School Learning" (New York McGraw Hill)

I find this a strange book: very well-intentioned but desperately plodding and limited; explicitly optimistic, implicitly deeply pessimistic about the possible results of schooling.

The theme is a theoretical elaboration of Bloom's earlier work on mastery learning. Starting from the premise that most people can learn what schools are trying to teach them if only they are given enough time and careful instruction (and this is the foundation of the theory of mastery learning), Bloom goes on to examine the cumulation of failure in the history of individual learners, which arises because they are not given time to master what they need to learn before taking the next step forward. Hence failure is piled upon failure.

A large number of students have neither the knowledge ("cognitive entry behaviours" or "CEBs") nor the hope and confidence ("affective entry characteristics" or "AECs") after years of failure to learn the new things they are asked to learn. If we adjusted the pace to suit each individual student, we could overcome much of the failure in our schools. One needs to focus one's attention on the history of the learner.

Quality of instruction (Q of I) is important too, but Bloom can tell us little about it. It has, he explains, to do with the tutor making clear what is to be learned, what the student is to do, and how he is to do it; and then providing active participation, reinforcement, feedback and correction.

Now the fact of the matter is that, although neither Herbart nor Sir John Adams would be surprised by any of this, it is undeniable that self-evident truths do get forgotten or laid aside. And many of the truths in this book are all too often neglected in a school system which has become accepting of individual failure.

It will be ironic if this tedious, plodding and platitudinous book—what a mercy that Polonius was not a social scientist—actually produces beneficial effects in the educational system which would not have followed from a brief and literate statement of the position which could have been achieved in 5,000 words. But, given Bloom's reputation, it is by no means unlikely that this will be the result. Indeed, I have already encountered an instance of a Canadian school reorganized to accommodate mastery learning under the inspiration of Bloom's doctrine, and apparently with very beneficial results.

But this book is dispensible unless you want to collect emphatic platitudes like: "In effect, the theory states that if educators want student learning outcomes of a particular type, then they must produce certain changes in the students and/or instructional conditions. The theory further states that if educators do not provide these conditions and changes, then the learning outcomes they will produce in students will be very different."

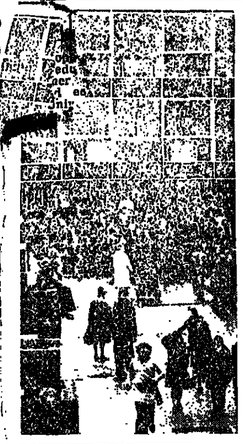
The deeply pessimistic strain in the book is, I think, unconscious. Bloom's belief, "that most students can learn what the schools have to teach" which he characterizes as "mastery learning" is in my language minimal learning. His position implies that the schools have very little to teach but common and conversant competences.

Perhaps all the other learning which is really the most interesting and most worth while—the learning that changes people rather than just their performances—is becoming the province of television and popular culture. Perhaps it should. Perhaps our schools cannot offer a suitable medium for personal development to the majority of our population. But the private sector will continue to do that for a minority; and there is a risk of two nations separated by as wide a gulf as mastery of the classics once was.

But Bloom does not see this dilemma. He is blindly uncomprehending of even the elements of the humanistic tradition of education, as this curious assurance shows. The humanities need not always be the reading *about* art, literature, drama, dance or music. There are probably more useful and more direct ways of dealing with these subjects than reading about them.

Well, yes. Probably, there are. It would be too unkind to believe that Bloom's CEBs and AECs are limiting his vision, but clearly some of the best things in heaven and earth are not dreamed of in his psychology.

Lawrence Stenhouse is director of the Centre for Applied Research in Education, University of East Anglia.



Showpiece comprehensive goes on trial

One of Britain's most famous showpiece communist comprehensives is to be given a full inspection by HMIs, after a local row that began with a third year lesson on swearing.

The Sutton Centre, at Sutton-in-Ashfield, Nottinghamshire, opened only four years ago. The school (it's in one part of a large complex right in the middle of the town, with a skating rink, bowls hall and sports centre, day care for old and handicapped people, and a wide range of adult education activities.

Its buildings—open-plan teaching spaces round coffee bars—were designed to fit advanced thinking about secondary and community education in the late 1960s, and to emerge into the rest of the centre and the town.

The common curriculum followed by every pupil in the first three years consisted of 11 areas of study, some with fancy titles. The swearing lesson came into "personal relationships and community service", which wraps up religious education, careers education, health and sex education and social and community studies.

The school's most unusual decision was that no O level courses would be taught: all pupils would do CSE. Much care was taken to explain the school in general and this decision in particular to parents and employers.

An independent survey of parents' opinions was made after three years, and showed them to be basically happy with the school. By last summer, the head, Mr Stewart Wilson, felt that any teething difficulties were over.

Last term two secondary moderns were merged with the school. A third-year group from one of them was set a topic on swearing. It was designed to ask:

- What do you mean by swearing?
- When is it necessary to swear or make an oath?
- Why do I think people swear? Give examples.
- Do some kinds of swear words give more offence than others? Why? Is it the word or the way it is said?
- Does it make any difference who is swearing?
- What reasons might prevent me from swearing?
- What standards do you expect in your friends of the opposite sex; older family; younger family; your children; yourself?

During this particular lesson the teacher wrote an F and some milder swear words on the board.

The lesson led to a few parents—31 from a 1,500-strong school, at their best-attended meeting—to form an action group in protest.

In last year's local government elections, Nottinghamshire swung dramatically to the Conservatives. As a result, all but three members of the school's governing body, including the chairman, were newly appointed. The parents' group went to one of the new governors, who was also a Conservative on the district council. He went to a county councillor, who took the matter up directly with the county chief executive. The head, the full governing body, and the chief education officer were all bypassed.

There appears to have been little grass-roots support for the protesting parents. The local paper got more than 90 local letters in favour of the school to four against. But the council took the matter up, and decided there should be an immediate "in depth examination into the work of the school".

Furthermore, they decided that the investigation should be by an "independent project group", including laymen. The local authority inspectors, it was said, could only do an "internal whitewash".

The National Union of Teachers reacted strongly against this proposal. Its statement said that any investigation must be by professionals, either local advisers or HMIs. "Our members have nothing to hide and will give their full cooperation to any team of trained experts."

The HMIs have now been called in, and the head says he welcomes the idea of a full inspection. But Mr Fred Rudder, Conservative chairman of the new county council, said this week that the council might well decide to go ahead with its own investigation—though it would wait for the HMIs' report before doing so.

Virginia Makins

TUC repeats call for ban on Front

by Stephen Cohen

The TUC has again called on the Government to protect school children from racist propaganda and agitation and to ban National Front speakers and their material from all schools.

It was "extremely disappointed", it says in a statement, by the response by Mrs Williams, the Education Secretary, to its earlier request for a ban.

"The TUC remains convinced that there is an urgent need for action and is to write to the Secretary of State reiterating the need for immediate action to protect school children from racialist propaganda and agitation."

Mrs Williams had said the matter should be dealt with by a newly established working party set up by the Commission for Racial Equality.

"It would be wrong", said her letter, "to underestimate the extent of National Front activity in the schools, but the last thing we want to do is to overestimate it and so give the National Front precisely the kind of fillip it would like."

Slim advice on induction schemes

Induction schemes for probationary teachers are listed in a guide produced by the Department of Education and Science.

The guide is the first practical benefit to emerge from the three-year government-sponsored pilot schemes begun in 1974 in Liverpool and Northumberland. But its nine pages amount to only the barest summary of the detailed reports issued regularly by the schemes' evaluators.

A few days in the school the term before starting work, a lightened teaching load and attachment to a teacher-tutor are recommended for the beginner.

The cost of operating a scheme is put at £1,000 a probationer if one day a week release is granted, plus £100-£200 to cover the costs of the scheme.

Making Induction Work free from Information Division, Room 1727, DES, Elizabeth House, York Road, London, SE1.

Anti-pornography

An immediate legal ban on the use of children under 16 for pornographic photographic sessions was demanded this week by Mr Harry Fallon, head of Cardinal Newman School, Coventry.

In his presidential address to the Catholic Teachers' Federation annual conference in Coventry, he called on teachers, whatever their religious or political persuasion, to demand a law against the "exploitation" of young children.

Masters demand pay safeguards—or else

The Assistant Masters' Association intends to broach the 10 per cent pay guidelines unless "positive guarantees are given to improve teachers' pay within the next two years.

Mr Andrew Hutchings, general secretary, spelt out for the association's annual conference in Cardiff this week the conditions under which he would accept a 10 per cent pay rise for his 40,000 members. Four guarantees would have to be met, he said:

The employers—local education authorities—would have to accept that a settlement within the guidelines would at least keep pace with inflation.

A further salary claim would be allowed if forecasts of increases in inflation proved to be optimistic.

A review should be set up of the fall in value of teachers' salaries during phases one and two of Government pay policy with a commitment to appropriate action.

The local authorities would pledge themselves to restore teachers' salaries to their 1974 levels within two years. This would mean rises varying from 10 per cent at the bottom of the pay scales to 40 per cent at the top.

A 10 per cent rise, if offered and accepted would give a new teacher a weekly income of £56.90 while the deputy head of the largest secondary school would get £155.95.

The association's minimum demand would add £200m to the £2,000m salary bill for the education service. Mr Hutchings, who is chairman of the employers' side of the Burnham Committee which negotiates teachers' pay, said he was not very confident that the guarantees would be given.

Morals begin at home

Parents were told this week to adopt proper standards of sexual behaviour instead of expecting teachers to inculcate moral attitudes in their children.

Mr Gordon Gorrie, retiring chairman of the Assistant Masters' Association, told the conference that parents should set a good example to children.

"Society cannot ask of teachers that they implant in the nation's children attitudes and standards which they will see ignored and flouted so blatantly by adults on every hand. That is asking us to become mountebanks, charlatans and hypocrites.

"Why does society not put its own house in order before rummaging in our dusty cupboards?"

Mr Gorrie complained that teachers were compelled to lead children in a corporate act of worship every morning when most adults could not be persuaded to join in such a ceremony just once a week. It was the Church's responsibility to nurture a religious faith in children, not the teachers.

"Similarly, proper standards of sexual behaviour and understanding should be inculcated in children by the example of their parents and intimate relatives, not in the comparatively cold, clinical aloofness of a clinical lesson."

Caning probe urged in Croydon

Mrs Shirley Williams, the Education Secretary, is to be asked to hold an inquiry into allegations of "excessive use" of the cane in four secondary schools in Croydon, South London.

The allegations were made by the Society of Teachers opposed to Physical Punishment, which has asked Mrs Williams to investigate.

Mr Colin Bagnall, secretary of the society claimed this week that punishment book details given by the education committee show that more than 1,000 pupils were caned in Croydon secondary schools last year.

At one school, he alleged, the cane is used at a rate of between two and three times every day.

At another it is used between once and twice a day; in several other schools it is also in "constant use".

More than 200 pupils had been caned more than once, the society claimed. One pupil was caned 11 times.

Mr Bagnall said the figures proved that corporal punishment was not only ineffective, but an actual incitement to bad behaviour. Far from dying out, corporal punishment was on the increase.

In some schools, he said, it was being used as a first, rather than a last resort. The cane was totally unnecessary—13 out of 35 secondary schools used no corporal punishment at all during the year.

Mr Norman Dunn, deputy director of education for Croydon, said he did not want to comment on the society's figures, except to point out that the basis of its work related to replies to open council meeting questions.

The society's claim of more than 1,000 boys caned seemed to relate to 1,324 actual entries in the punishment book, but some pupils had been entered twice; the actual number of boys caned was 962.

Heads, he said, were allowed to use the cane at their discretion.

Last year Mrs Williams asked a wide range of interests to submit their views on the use of corporal punishment in schools.

The European Court of Human Rights is to investigate a complaint by a Scottish mother about the use of the tawse for punishment in Scottish schools, and also a complaint about the judicial birching of a 15-year-old offender in the Isle of Man. The hearings in the birching case will start on January 17.

More to get free milk

A £5m grant from the Common Market will be used this year to expand the free school milk programme and to encourage the consumption of milk. Guidance will be going out to LEAs in the next few weeks explaining how the scheme will be administered.

At the moment all children up to the age of seven can drink free school milk and those up to the age of 12 are allowed it on health grounds. The Common Market money is expected to extend the age limit but final details are still being negotiated by the Department of Education and Science and the local authorities. Contrary to some press reports, the scheme will not involve any extra public expenditure.

It is thought it will not significantly increase milk consumption but will make it cheaper for local authorities to provide free school milk. LEAs will probably have to submit claims to the DES for approval and the money will filter through from Brussels via the Agriculture and Fish Intervention Board.

The grant was negotiated last year as part of what is known as the milk prices package, an attempt to encourage people to drink more milk and thereby reduce the butter and milk products mountains.

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Filter the facts, says top scientist

Fewer facts should be taught in school science, Sir Hermann Bondi, the Government scientist, told the annual meeting of the Association for Science Education in Liverpool this week.

Schools, he said, should teach a completely different kind of science. They should concentrate more on how scientific knowledge evolved and the way in which scientists worked.

This would attract more able young people to the subject and enable education to face up to the radical changes taking place.

Education had much to be proud of in the way it had responded in the fifties and sixties to the massive increases in demand brought about by larger school populations and the growth of science-based industries. "We can be proud of where we have got to, but that does not mean the recipe for the future can be the same as in the past."

The birthrate was now falling. Science and even education had fallen in esteem and the science-based industries had ceased to grow. The need for education to produce "laboratory fodder" was now a thing of the past, but it was still vital for every citizen to have some idea what science was about.

Emphasis on learning science facts had been necessary, he said, when large numbers of professional scientists were needed. But this had also put many bright young people off the subject and made them think science cold, inhuman and too full of certainties.

A more discursive type of course, looking at how scientific evidence was tentatively built up, would help to overcome this. It would also teach science students to express themselves better.

"You would not get as much into a course as at present or reach such an advanced level but does it matter?"

With empty places, universities could no longer expect to operate "the narrow straitjacket" on what could be taught in schools. But few schools had yet taken advantage of this new freedom.

Sir Hermann, who is now chief scientist at the Department of Energy—having recently moved over from the Ministry of Defence—was giving the association's annual lecture sponsored by the Nuffield Foundation.

National Union of Teachers

Old guard still in command

The reorganized secondary school system is not meeting the changing needs and demands of our society, Mr Max Morris, a former president, told the secondary schools section of the National Union of Teachers' education conference in London on Wednesday.

In a session preoccupied with the spectre of youth unemployment, he said: "Major problems still remain to which the schools have not been sensitive enough."

Comprehensive schools were not comprehensive enough. The continued existence of the private sector meant that "elitist schools have carried on, indeed extended, their power through the incredibly crazy handling by the Government of the direct grant schools."

Taken along with the continuance of hybrid, selective and unselective systems in many areas, this had weakened the impact of reorganization.

"It has also rendered the secondary system as a whole less able to respond to current needs and demands. The sad fact is that the old system, based on outworn conditions but very much alive and kicking, is still able to dominate educational thinking in many respects."

The biggest weakness of the comprehensives was that "the education they provide is still too similar in content to that of the grammar schools they were intended to replace.

"The examination system had a great deal to do with this because of the powerful influence it exerted on the curriculum. "I am referring here to the GCE with its deep-rooted, old-fashioned academic traditions."

Mr Morris advocated a reassessment of the curriculum "not just to break down barriers between school and the world of work but positively to ease and smooth the transition so that it becomes part of a continuous process of school, vocational guidance and work, and does not involve a leap, often in the dark, between one world and another.

"If we are honest with ourselves, this is something the education service has never really addressed itself to satisfactorily in a systematic way."

'Open season for teacher bashing'

The regional conferences in the Great Debate last year were condemned this week as a "farcical succession of theatrical performances" by Mr Don Winters, NUT executive member and a primary school head from Newcastle upon Tyne.

He said speakers from the floor at the conferences delivered set pieces—if they were lucky enough to catch the chairman's eye—and in which there was rarely any evidence that they had listend to what anyone else had said. Mr Winters was speaking to the primary and middle schools session of the NUT educational conference in London.

"No propositions were debated, no proper conclusions were arrived at, nor indeed could they be, considering the unrepresentative nature of the assemblies", he said.

Mr Winters said that with the opening of the Great Debate, the open season for teacher bashing was soundly launched, and that the motto of most of those engaged in the debate appeared to have been "Never mind if there's no evidence that standards have fallen . . . if you say it often enough the public will believe it."

He went on to welcome the setting up of the Assessment of Performance Unit which he felt could be of great assistance to teachers and schools in developing techniques and providing reliable and objective evidence to set against the "unreliable anecdotes and blatant prejudices which so often guide our critics".

Mr William van Straubenzee, MP, told the conference on Wednesday that falling school rolls over the coming years were "a heaven sent opportunity" to improve teacher-pupil ratios. He added that it would also be beneficial for education if teacher numbers could be kept up so that some teachers could be seconded to industry for a term at a time.

Call for Euro-centre to run consumer network

The European C mmission has been asked to set up a European centre for consumer education which would compile material on the subject and oversee a whole network of consumer education centres in each EEC country.

This is the dream of the Bureau Europeen des Unions de Consommateurs, the umbrella organization for European consumer groups, which has completed a survey into what is happening in consumer education in the member countries.

Its findings were discussed last month when delegates from the EEC states exchanged views and experiences.

The United Kingdom comes reasonably well out of the bureau's survey, *Consumer Education in Schools*, compared with some other European countries. There is no real shortage of consumer information, it says, but it may not always be simple enough or up to date. There is, however, not enough educational material.

It is also difficult to get training in the specialized consumer skills needed in survey techniques and designing questionnaires. Many colleges do not provide courses in such skills.

But the report concludes that the main difficulties in consumer education arise from the devolution of power in the British education system.

"Correlation and collation of what is going on in the United Kingdom in consumer education remains a continuing difficulty." The countries which come out worst of the survey are the Republic of Ireland and Italy, mainly because consumer organizations in these countries are so poor.

Other countries, including Britain, benefit from regular contacts between experts on consumer affairs and teachers, but these countries have singularly failed to make contact with each other. The survey contains lists of all the most important consumer education material produced in the member countries.

Consumer education in schools, Bureau Européen des Unions de Consommateurs, Rue Royale 29 (Box 3), 1000 Brussels, BF 1,000. Sixteen-page summary free.

PERSONAL COLUMN

Gerry Fowler

Foxing behaviour

Yoicks! Tally-ho! View Halloo! At last, as 1977 turns into 1978, we have a clear sight of renewed prosperity. The City at least is pursuing it in collective full cry—aided and abetted by the latest OECD report on the British economy. The Government may be rather more cautiously optimistic about our prospects; but perhaps the end of our long depression, in education as elsewhere, is at last at hand.

The Bridgnorth College of Further Education certainly seems to take that view. To celebrate, it is mounting an adult education course on, of all subjects, fox hunting. I have no doubt that it is a serious study of this fascinating topic, perhaps including a sociological and psychological examination of live specimens of those unspeakable folk who derive such pleasure from the pursuit of the inedible. It could be a course in the vogue multi-disciplinary manner; the history, zoology, agriculture, and dressmaking departments might all make a significant contribution to it.

Even so, it must seem an odd choice for a county which, in 1975-76, had a net expenditure on evening institute work of only £71,000. On a population basis, that works out at about 3p for every adult in Shropshire. The rational man might think that there were other more pressing priorities—such as courses for the educationally and socially disadvantaged, or political and social education, to name but two categories of work familiar since Russell, in debate if not in action.

The serious question the offer of this absurd course raises is that of the varied priorities of local education authorities—and of the institutions for which they are responsible. Do we have, in the old phrase, a national system of education locally administered? In the non-compulsory areas, an equally strong case can be made for the description "a local system in large measure nationally funded".

How otherwise does it come about that in 1975-76 Surrey had a net expenditure of £1,191,272 on evening institutes, while next-door neighbour Kent, with a somewhat larger population, spent only £221,285? It could of course be that Surrey's chief education officer was a member of the Russell Committee and had persuaded his committee of the importance of this sector. But since his previous post was in fox-hunting Shropshire, with its historically poor record, his success cannot be deemed universal.

Even within the compulsory sector, there are significant variations. In the current financial year, the same two southern counties, Surrey and Kent, have budgeted for pupil-teacher ratios in secondary schools of 16.3 and 17.9 respectively. Far away to the north, Cleveland's target figure was as high as 18.2. But that looks prodigal when we compare it with the metropolitan district of Liverpool, where the comparable figure was 23.7. Common characteristics between tough old dockland Merseyside and the refined London Borough of Richmond-upon-Thames would be hard to find; but there the target was a ratio of 22.9.

There are other oddities. How does it come about that in the present financial year Essex made allowance for £21,000 to be spent on boarding education for children of primary school age, and the London Borough of Sutton £3,000—while all other authorities, if we exclude special education, seem to have made no such provision at all? It may be that army officers and diplomats serving overseas, with children of primary age whom they wish to be educated within the state system, have nearly all—seven-eighths of them, to be precise—chosen to live in the county of Essex. The remaining one-eighth prefer the suburban glades of Carshalton.

This last example reveals that some of the discrepancies may arise because of the mode adopted by each l.e.a. of compiling its estimates and accounts. All of the statistics I have quoted are taken from the publications of the Chartered Institute of Public Finance and Accountancy, the professional association of local authority treasurers, which bases them upon the returns made by l.e.a. chief financial officers either to the Department of the Environment or the the institute directly.

Yet even here there are lessons for those interested in the development of the education service. In order to evaluate the performance of an l.e.a., we should be able to compare like with like, and be certain that that is what we are doing. If compulsory education is indeed a national service locally administered, there is a proper national interest in making this comparison.

It may be argued that such comparisons are valueless, since the glory of the British (in this context meaning English and Welsh) education system is its local diversity. Yet there are few today who do not espouse in some form the doctrine of equality of educational opportunity for all. There are many forms of that doctrine—for example, the same opportunity to take the same selective exam at the same age, the right to attend a common school until the end of compulsory education, and even the desirability of achieving equal average attainment between the members of different ethnic and social groups of children.

One of the most politically potent definitions of equality of educational opportunity in the United States has been that of equality of resource input. (The concept of positive discrimination goes of course much further; it implies differentiation of resource input inversely to the social advantage and measured ability of the pupil). In Britain, because direct responsibility for educational provision rests mainly with the l.e.a.s, we have a perfect laboratory for studying how far that concept is implemented in practice. What evidence there is suggests that the conclusions of such a study must still prove depressing.

I strongly suspect that one of the major reasons for the wide variations is that l.e.a.s begin their estimating process from their present pattern of expenditure, adapting it only slightly each year. Like central government when it determines the allocation of rate support grant, they base future spending largely upon historic spending. If we are to achieve nothing else in 1978, let us at least resolve to demonstrate that this is what happens—the essential prerequisite of changing the system.

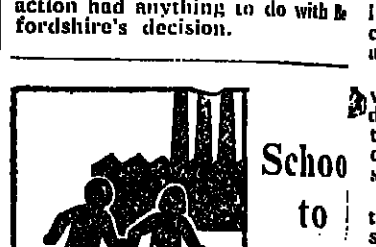
This takes me back, of course, to the Salopian course on fox hunting. For, if my argument be right, there is many a chief education officer and chairman of an education committee who might, while the annual budgeting process grinds its weary way, borrow a phrase from that foxy Shropshire novelist Mary Webb, and hang upon his door a notice reading: "Gone to earth."

Unions cl[...] cuts victo[...]

The National Union o[...] the National Union [...] masters/Union of Women [...] are claiming victory in two [...] authorities where cuts have be[...] restored. This, they claim, follo[...] the refusal of union members [...] cover for absent colleagues.

In Leicestershire the county cou[...]cil is to spend £500,000 on about [...] extra teachers for the rest of [...] financial year and for next year [...] has also agreed to restore the pu[...] teacher ratio in secondary sch[...] to the numbers projected in 19[...]76. In turn, it has asked [...] NAS/UWT and the National Un[...] of Teachers to end their sanct[...] and to come to an agreement on [...] redeployment of teachers.

In Bedfordshire the NUT [...] NAS/UWT are taking the credi[...] the restoration of most of the £[...] cuts which were laid out in gu[...] lines before the rate support g[...] settlement was announced. But [...] leader of the council, Mr Ph[...] Hendry, denied that the teache[...] action had anything to do with Be[...]fordshire's decision.



Industry come[...] clean on school visits

Derbyshire Education Comm[...] has produced a directory of [...] firms to help schools to plan li[...] with industry. The directory, a[...]tual Baedeker of the count[...] biggest companies, contains det[...] information on more than 50 [...] them who are willing [...] cooperate.

The firms range from a sw[...] manufacturer to Rolls-Royce [...] the National Coal Board. Each [...] a full page in the directory, sett[...] out its activities, what it is prepa[...] to do about visits or send[...] speakers to schools, what kind [...] pupils it is interested in, whe[...] it is prepared to permit schools [...] use its laboratories or library, [...] supply them with surplus or ob[...]lete equipment and publicati[...] and whether it can cooperate [...] courses or projects.

The directory, prepared larg[...] by the county science advis[...] careers officers and teachers, gi[...] advice on how to plan and h[...] visits to companies—and a warni[...]

Rising costs have made co[...]panies look closely at the value [...] visits, it says. Some have clo[...] down their visits sections. A rece[...] visit was cancelled because the fi[...] wanted it to have educational obje[...]tives while the teacher wanted [...] Cook's Tour and bunfight".

Many industrial training office[...] are now insisting that educationa[...] objectives should be worked in[...] every visit. These can range fro[...] developing the right attitudes [...] science and technology in young [...] pupils to increasing the skills [...] potential craftsmen and the know[...]ledge and understanding of studen[...] heading for a science career.

Steps which need to be taken [...] deciding the objectives and prepa[...]ing for a visit, planning it with [...] company, and following it up afte[...]wards in class are outlined.

In its advice to companies on ho[...] to organize a visit—especially th[...] refreshment—it says: "Too ofte[...] the seating arrangements are such [...] that the adults can talk together [...] while the children are left to their [...] own devices, unable to discuss the [...] visit and ask questions."

Education in South Africa Vol 1923-75 by Ernst G. Malherbe re[...]viewed by Sir Robert Birley in th[...] *TES* last week, is published by Ju[...] and Co, price 15 Rand. UK agent[...] Bailey Bros and Swinfen, Werne[...] House, Bowles Well Gardens, Folk[...]stone, Kent.

North of England conference

Two opposing philosophies of higher education emerged one after the other at the annual North of England education conference at York University this week.

Lord James of Rusholme, former vice-chancellor of the university and chairman of the Government's 1970 inquiry into teacher training, stuck out in his presidential address for a continuing elite role for universities—hard to get into, not there to provide vocational training, to be listened to with respect.

The next day Dr Patrick Nuttgens, director of Leeds Polytechnic, said he wanted universities brought into a common system of higher education, their influence on schools removed and an acceptance by them that learning by doing was as respectable as the study of ideas.

Both protagonists shared one idea—that much of the research pursued in universities was unnecessary and could be dispensed with.

Reports by Bert Lodge

Poly head hits out at academic elite

Release of school-leaving exams "from the stranglehold" of the universities was demanded by Dr Patrick Nuttgens, director of Leeds Polytechnic.

He also wants polytechnics to be put on a par with universities, with lecturers moving between the two. This, he said, would require the two types of institution to be combined in a single system, with the same pay scales and conditions of service.

Unless universities were brought into the system, regional advisory councils and the inspectorate might as well be abolished.

The decision in 1917 to make universities responsible for the conduct of final school exams had had the most permanent and drastic effect on the fortunes of Britain, said Dr Nuttgens.

"Although it was emphasised by the Board of Education that it should be 'a cardinal principle that the examinations should follow a curriculum and not determine it', in practice the very opposite happened."

The inevitability of school leaving exams becoming entrance exams to universities profoundly affected school curricula.

"For what did universities deal in? Not training for a job, not developing skills in design and making, not encouraging action; they dealt in learning, grouped into subjects and disciplines and neatly compartmented according to the subject rather than the needs of people or society."

The response of the intelligentsia and gentry to the Industrial Revolution was, he said, a positive hostility to any kind of systematic vocational instruction.

Education became simply an assembly of subjects. "In universities research, including literary research about matters so uninteresting that no one was likely to want to do it again, became the aim of the learned and teaching a poor second."

Even the recent Green Paper, *Education in Schools*, contained only one hint that it might be good for children to learn to do something.

"Supporting the document is the substratum of conventionally accepted values. The gifted will go on to academic studies; the less gifted should turn their attention to careers and the world of work. There is no hint that it might be good for the gifted to enter the world of work at the sharp end, to make things, to invent as well as to wonder . . ."

The key to change lay in the universities. They should be brought into one system together with the rest of higher education but with the maximum variety of courses and methods of teaching within it.

James fells the philistines

A defiant argument for more elitism and less democracy in universities was put forward by Lord James of Rusholme, former vice-chancellor of York University.

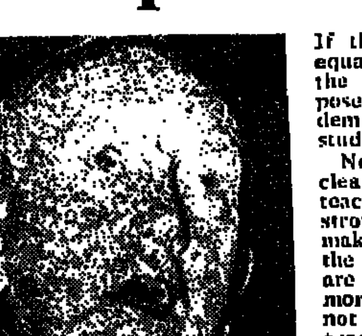
He also warned of dangers in the current clamour for more "relevance" in university studies and in the emphasis on research at the expense of teaching.

Polytechnics and institutions of higher education had their place, indeed were necessary to emphasize the superior character of universities, he said. But they should not be equated with them. Nor should the contemporary fashion towards egalitarianism be allowed to weaken the superior contribution to truth and values a university was there to make.

Admission should be severely restricted and the time of both dons and students should not be wasted in excessively democratic procedures. Nor should these hamper the vice-chancellor in operating effectively.

Defining a university in "admittedly one clumsy sentence" Lord James said it was a place where teachers and taught may discuss and evaluate difficult and sometimes original ideas of considerable generality in an educative environment.

"The fact that the studies are difficult implies a rigorous selection procedure. That they should have generality excludes those studies, valuable though they may be, that are too narrowly vocational",



James: "authority of the intellect"

In the past universities had been too eager to claim uselessness as a positive merit. But they should maintain that many studies apparently remote from the contemporary world might be supremely useful.

"Their study accustoms the mind to think clearly about difficult ideas. But also they bring the student face to face with perennial problems of human experience.

"For some students, even if a minority, the study of Aeschylus, or medieval history, or the theory of numbers may be as relevant to the quality of their lives and their contribution to society as courses in sociology or production engineering".

Polytechnics, colleges of higher and further education and the variety of higher qualifications now provided were necessary to break down the false equation between higher and university education. If this did not happen, "it is an equation which will either distort the work of the universities or impose a false and inappropriate academicism upon non-university studies".

Nowhere was this last error more clearly seen than in the training of teachers, Lord James said. "The stronger and more prosperous we make other kinds of institution . . . the more healthy our universities are likely to be, since they will be more free from students who are not really committed to rigorous academic work. . . ."

Society was becoming both more egalitarian and more philistine, Lord James remarked. While the idea of equality was capable of the most noble interpretations, in matters of the intellect and value judgments it was irrelevant. "One man's opinion is not as good as another's. Universities must, by their very nature, stand for the authority of the educated intellect."

He welcomed the progress made towards greater representation of academics other than professors on decision-making bodies. Yet this should not divert their abilities from teaching and research. "In short, in many matters the academics must learn to trust the administrators."

Lord James saw a danger in the relative emphasis given to teaching and research in universities. Research of genuine originality and depth was one of the great activities of the human spirit. Our future depended on research. Yet the emphasis on it was endangering the quality of teaching. And in appointments and promotion candidates were too often judged by their published work — "by its quantity rather than its quality".

Time to opt for a longer day

Schools of the future should have a longer working day, Mrs Joan Dean, chief inspector for Surrey, told the conference.

Subjects should be dropped for a few weeks while others are studied more intensively, she said. Starting and leaving ages should be more flexible and there should be greater emphasis on records and less on exams.

With such a massive investment in buildings, equipment and teacher skills the present pattern of the school day was a wasteful and inefficient use of plant. A longer day with teachers and students doing two out of three sessions was possible at secondary level.

A school could be open for 50 weeks out of 52, with leave taken at agreed times. Not only would the plant be used more, but the outside world would be brought more into the school.

We seemed, she said, to be conditioned to thinking that everything had to be studied concurrently and that all disciplines were linear in nature.

"It might well be that a much more intensive study of three or four subjects for half a term at a time with some form of continuous assessment or unit assessment, would offer better learning opportunities."

This kind of concentration should be supported by programmes and equipment which allowed learning to take place independently of the teacher.

Individualized learning, leading ultimately to computer-assisted learning, would lessen the importance of organizing study by age groups.

Besides exam results—"for many children likely to give a very inadequate idea of what has been learned"—a complementary form of record was needed documenting for every leaver the programme followed at school.

Sixth forms make better citizens than colleges

An enthusiastic defence of the sixth form and a rejection of the tertiary or sixth-form college was made by Mr Kenneth Stott, head of St Aidan's Church of England High School, Harrogate.

St Aidan's shares a joint sixth form with neighbouring St John Fisher Roman Catholic school.

Mr Stott also called for a decision now on an examination system for the over 16s, and stressed how the role of the head had altered radically over the past 10 years. His own school has changed from a 700-pupil secondary modern to a 1,200-pupil comprehensive since 1973.

Sixth-formers should be educated in the school environment, Mr Stott said. Continuity up to 18, the responsibility for supervising younger pupils, a chance to lead in-house and sporting activities and a closer relationship with members of staff who had seen them grow and develop over the years were obvious benefits.

Continuity in education was most important. Transfer at 16 broke this continuity and when only a little more than five terms was spent in the sixth-form college—in the case of the "new sixth-formers" it was only one year before they left at 17-plus—the policy was unwise.

"We know all the arguments for the sixth-form and tertiary colleges. Mr Gordon Oakes says it is cheaper. It is supposedly easier to timetable; there is a more adult atmosphere and better qualified staff are attracted to them.

"Mr Newsam proved that it is not cheaper when he quoted statistics in a recent issue of *The Times Educational Supplement*. A town like Harrogate can support four large, viable sixth forms each with more than 200 pupils. And we can provide the same variety of courses as a sixth-form college. Further, in this town there is a choice between a course at school or a more practical and specialist one at the college of further education. If there were but a single college pupils would have no choice."

Mr Stott said that while the traditional three-A level candidate was well served by GCE A and scholarship examinations, a decision on examinations was needed now for the pupils who, since the raising of the school leaving age, were staying on to take one or two A levels or perhaps a one-year five subject course.

"The Minister is with us tomorrow. Let us urge her to approve the Certificate of Extended Examination, publicize it and persuade employers to recognize it. We cannot wait for N and F even if it is approved; but I hope it is not because I think Advanced level is suitable for those proceeding to higher education."

The new large comprehensives raised the question of whether there should be a head teacher and a head manager. "Two people, adequately trained for their tasks, with well-defined rules, may work together for the greater benefit of the school", he said.

Today's head lived with consultation, communication, accountability, continuity, standards, assessments, in-service training, pastoral care and heavy responsibility.

London schools best staffed —DES figures

Staffing standards in primary schools have improved slightly while those in secondary schools have remained static, according to the latest statistics from the Department of Education and Science.

Figures collected from l.e.a.s in January of last year (1977) for primary schools show an improvement from 24.0 pupils per qualified teacher in 1976 to 23.9 in 1977. For secondary schools the standard was 17 in both years.

In 1977 the average size of a secondary school class was 22.4 pupils compared with 22.5 in 1976. For classes with only one teacher in charge, 13 per cent contained more than 30 pupils in 1977, compared with 14 per cent in 1976.

The average size of class in primary schools was 27.5 pupils in 1977 and 35 per cent of classes with only one teacher had more than 30 pupils.

The two outer London boroughs of Waltham Forest and Harrow have the best ratio of secondary school staffing standards with 15:1 each. The Inner London Education Authority is close behind with 15.4:1 and even better than these two at primary school level with a ratio of 19.6:1. Only Newcastle-upon-Tyne has a better figure at primary level with its 19.4:1.

Further information about these provisional statistics are available from the Statistics branch, DES, necessary and could be dispensed don.

Fire patrol

Mr Gordon James Farmer-Little, head of Beckfoot Grammar School, Bingley, West Yorkshire, and some of his sixth-formers have mounted a night fire watch at their school in a bid to beat arsonists. Each night they wrap up in sleeping bags and take turns to patrol the building until the caretaker arrives at 7.30 a.m.

Since the firemen's strike began, at least four schools in the area have been hit by fire, causing thousands of pounds worth of damage.

Exhibition

Books For & From the Third World

Wednesday, January 25th 1978

10.00 a.m. to 5.30 p.m.

in the

Jeffery Hall Institute of Education

20, Bedford Way, London, W.C.1.

Professor Adam Curle will speak on Education for Survival at 3.30 p.m. in the Elvin Hall

Details R. Gardner 01 636 1500 Ext. 606

National Association of Schoolmasters—Union of Women Teachers conference, Birmingham

Tory big guns trained on young terrorists

Traditional Conservative worries about law and order in the classroom were the theme of a speech by Mr Norman St John-Stevas, the Tory education spokesman, last week. He was careful, however, to express support for comprehensive schools and to steer clear of any debate on declining standards.

Speaking to the annual education conference of the National Association of Schoolmasters-Union of Women Teachers in Birmingham, he painted a picture of vandalizing children and terrorized teachers. Life in some schools now resembled trench warfare, he said. "From being the terrorists of Victorian school rooms, many teachers have now become the terrorized."

In Inner London, he said, there were 38 cases of teachers being assaulted by pupils last year, and a report from the Save the Children Fund estimated that arson and vandalism in British schools cost £15m a year. A return to firmer discipline was needed.

Specifically, Mr St John-Stevas called for less emphasis on educational theory in teacher training and more on practical training in good teaching methods and the maintenance of discipline. "Good practical teachers should be allowed to take a term or a year off to give tuition in colleges and university departments, while college lecturers should be required to return to school teaching at regular intervals." (His audience agreed noisily.)

Other ways he suggested to improve discipline were to make sure probationary teachers were looked after by older colleagues and to give all staff the chance of in-service training. Much of the success of a school depended on the head but cooperation between parents and teachers through such bodies as parent-teacher associations could work miracles.

Heads should be able to count on the support of the local authority and the school governors over discipline, Mr St John-Stevas said. He was not convinced by the proposal of the Taylor Committee that the governors should meet every time a child was suspended. "The governing body would be in permanent session", he said.

Schools should link the last year at school with the world of work to overcome disruption and vandalism. Many children were bored in their final year at school either because of the way they were taught or because of what they were taught. They would not get so bored if they learnt something that was going to be useful to them in future.

But it was not just those in schools who had to pull up their socks. Parents had a duty to ensure their children did not play truant. An education welfare officer should be employed in every secondary school and there should be some kind of agreement between local cafés and schools that children were not served in school hours.

Special anti-vandalism squads might be needed if children were still not kept under control. There was a case, he said, for a limited number of special units for disruptive children, though as many children as possible should be kept in ordinary schools. He did not like the idea of writing children off as irredeemable.

Mr St John-Stevas ran the gauntlet of NAS-UWT disapproval when he said l.e.a.s and heads should retain corporal punishment only as a last resort. "It would be out of accord with the development of educational policy not to treat it as a matter of last resort", he said.

But while restating traditional Tory ideas—the importance of retaining grammar schools and giving parents freedom of choice—Mr St John-Stevas said they were convinced comprehensive schools would remain the principal bases of the education system. He did not want to get drawn into the debate about whether standards had fallen or risen because this was "unprofitable".

Top priority sought for jobs guidance in schools

The traditional approach ... paring children for life afte... is no longer adequate, Mr ... Parramore, industrial liaiso... for Cleveland, told the co...

Every young person sh... given careers education as... he said. This should rank ... with any examined subjec... curriculum and be taught ... whole of secondary school... must include the provisio... fessionally trained careers... supported by equally wel... and experienced officers wh... they work as a team in any... he said.

Parents and school g... should be brought in to h... children should be able to ... and see people working ... as part of their lessons in ... science, economics and so on ... should talk to managers, ... visors and workers at al... particularly young workers ... factory floor.

Pupils should be give... experience in their fourth ... years and the schools careers ... ization should be suppo... specialist teams of l.e.a. ... who are in touch with indus... could arrange meetings ... educationists and industri...

Mr Parramore talked ab... had been achieved in th... of Cleveland here half of ... year-old school leavers ... some work experience in ... year. Local industry, comme... the service sector provide... than 4,000 places a year wh... formers could spend a wee... learning, for example, how ... cess operator works in the ... industry.

A new experiment was ... formers to work ... researchers in chemical a... companies, with most of the ... being done in the school lab...

Reports by Lucy Hodg...

More professionalism, please—and a new look for training

The time has come for a rapprochement between teachers and teacher trainers, Professor Richard Whitfield of Aston University department of education told the conference.

Teachers were wrong to hold trainers in such low esteem just because of the distance between teacher training establishments and the classroom, he said. "Please don't lump all trainers together, any more than you would want all teachers lumped together."

Taking issue with comments made by Mr St John-Stevas, the Conservative education spokesman (above), Professor Whitfield said he learnt much more about teaching after leaving the classroom. "If a wedge is driven between the profession and the training programmes, this must in the end undermine the professionalism of everyone."

On college of education closures, Professor Whitfield said he was not opposed to the principle but to the way in which the policy was being carried out. Referring to the "carnage of the teacher education system", he said some of the mergers resembled shotgun marriages at least as bad as those forced on new comprehensive schools.

The teacher education system was being used to regulate the supply and demand of teachers. It had become a pawn in the hands of the policy makers and this was wrecking the stability of the system.

Professor Whitfield was not, however, uncritical of the teacher training system. "In terms of quality and control of skills, the national record is pretty abysmal", he said. "We must get teacher education akin to that of a medical school so that the permissiveness of its academic standards is improved and it becomes more professional."

The focus of teacher training should be on the classroom tasks of the teacher, on subject knowledge, skill knowledge and the curriculum rather than on the sociology and psychology of education. Theory was useful after students had some experience, but courses in, say, multi-racial education could wait for in-service training later because it would not necessarily be appropriate for many aspiring teachers.

Put learning power before earning power, says professor

The thinking behind the Great Debate was given a knock on the head by Professor Tom Stonier, of Bradford University. He told the conference that the primary function of education in the future should not be to teach a student how to make a living but how to live.

As Western countries moved more and more into automation, fewer workers would be needed and unemployment would go on rising, he said. This did not mean Britain would become poorer because it was a myth that wealth was only created by expanding manufacturing industry. "Knowledge creates wealth as well", he said.

Britain's future as a wealth-producing nation lay in selling its knowledge and information skills in architecture, consulting engineering and so on. New industries could also be developed, such as turning wave power into electricity, and coastal fish farming.

"What is shaping up is a modern, highly automated productive system which produces as much wealth using only 10 per cent of the labour force. This leaves 90 per cent to do what human beings really like best, which is to take care of one another in education, health and social services."

The growth in higher and further education was not to be feared but welcomed, he said. In perhaps 30, and certainly 50 years, half the population would be engaged in education, and the average working week would be cut to 18 hours. "We have got to get away from the Protestant work ethic because we are going to create a new society where labour and working life are no longer going to be the dominant component", he said.

"We must construct an educational system which teaches students not how to make a living but how to live. It will not be the work a man does that will be the only criterion of his worthiness but also how he spends his leisure time." Professor Stonier suggested that the school-leaving age should be lowered to 12 and that people should be able to go in and out of schooling at different points in their lives. They would learn anything from chess playing and photography to calculus.

New Year honours list

PRIME MINISTER'S LIST
LIFE PEERS

McGREGOR, Oliver Ross, Professor of Social Institutions, London University.
YOUNG, Michael, lately chairman, National Consumer Council; founder of the Advisory Centre for Education.

COMPANIONS OF HONOUR

LEAVIS, Frank Raymond, for services to the study of English literature.

KNIGHTS BACHELOR

BATES, David Robert, FRS, Research Professor of Theoretical Physics, Queen's University, Belfast.
BUTTERFIELD, William John Hughes, Regius Professor of Physics, Cambridge University.
CARTER, Charles Frederick, Vice-Chancellor, Lancaster University.
SMART, Professor George Algernon, director, British Postgraduate Medical Federation.
STONE, John Richard Nicholas, Leake Professor of Finance and Accounting, Cambridge University.
SYMINGTON, Professor Thomas, lately director, Institute of Cancer Research.

ORDER OF THE BATH
GCB

PILE, Sir William Dennis, chairman, Board of Inland Revenue, former Permanent Under Secretary of State, Department of Education and Science.

KCB

HAMILTON, James Arnot, Permanent Under-Secretary of State, Department of Education and Science.

CB

J. D. Brierley, under-sec, Dept of Ed and Sci.

ORDER OF THE BRITISH EMPIRE
CBE

R. C. Cobb, prof modern hist, Oxford; S. Cohen, prof chem pathol, Guy's Hosp Med Sch; G. V. Cooke, cnty educ off, Lincs; W. Davey, pres, Portsmouth Poly; Prof E. C. Easson, dir, Christie Hosp and Holt Radium Inst, Manch; Prof D. E. J. Jarvis, ltly Prof elect engng, Edin Univ; Prof D. J. Finney, FRS, dir, unit of stats, Agric Res Ccl; P. G. Greenham, keeper, R. Academy Schs; S. Hughes, ltly Headmaster, Burnage H. S. Manch; A. H. Jennings, Headmaster, Ecclesfield S, Sheff; Prof K. P. Liddelow, ltly dean of dental studies, King's Coll Hosp Dental Sch; Prof E. M. McGirr, dean of faclty of med, Glasgow Univ; W. A. McNeill, chrmn of Govnrs, Ulster Coll; Prof D. C. Pack, serv to educ in Scot; W. L. L. Rees, prof psychiatry, St Barts Hos Med Coll; Prof N. F. Robertson, Prin, E of Scot Coll of Agric; J. A. Springett, chief educ offr, Essex; R. Wilson, FRS, Perren Prof of Astronomy, London Univ.

OBE

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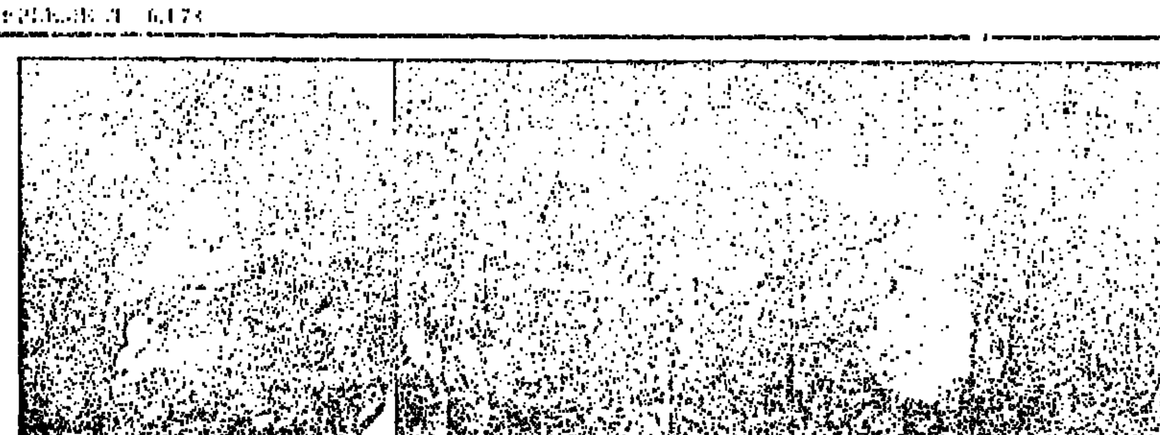


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Science diary
by
John Maddox



Who is father to the man?

The old argument about the evolutionary relationships between human and other primates has been given a new twist in an article by Dr Dorothy Miller, of Columbia University, in *Science* (December 16). Her conclusion is that it is not the chimpanzee but the gorilla that is the nearest relative of human beings among the primates.

In the hope of heading off disquiet, let me quickly add that the chimpanzee comes a close second to the gorilla, and that there appears to be little to choose between them. For this reason the chief interest of Dr Miller's conclusion is not its content but the way in which it has been arrived at.

In an ideal world, telling how the different primates are related to each other would be a simple matter of reconstructing the evolutionary family tree of the primates. The trouble is that this cannot be done. It is hard enough to reconstruct the evolution of just the human primates on the basis of the East African fossils from between one million and three million years ago. But the divergence of the human lineage from the nearest of the human relatives among the primates probably took place between ten and 15 million years ago.

Until recently, there has been no substantial body of fossil material from which it might have been possible to infer the details of this early evolution of the hominids. This is why, in the past few years, students of evolution have been looking to the biochemists.

It is possible to compare the chemical structures of the proteins with the same function taken from different primate species, haemoglobin for example. Among the primates, the differences of these chemical structures usually consist simply in the replacement of a few amino-acids by others. It is then possible to infer the structure of the pieces of DNA responsible for the corresponding protein structures.

Since each amino-acid along the length of a protein molecule is coded for by a group of three consecutive units along the length of the corresponding piece of DNA, it is possible to work out how many changes there must be made in the units (called nucleotides) of which DNA is constructed to get from the haemoglobin structure of one species to that of another.

If it is assumed that these changes occur at random, at a more or less constant rate in the course of evolution, it is possible to persuade oneself of the closeness or otherwise of the family relationship among the primates. Unfortunately, however, it is not that simple. Different proteins can give different results, suggesting that the changes that occur in DNA may not be random.

Dr Miller's argument hangs on two quite different techniques, both of which have come into their own in the past seven years. What she has set out to do is to collect such evidence as there may be about the structure of the chromosomes of the primate species.

Two kinds of evidence are thrown into the pot, the richest of which are the observations which have in the past few years been made of the parts of the chromosomes of all species which preferentially bind molecules of the fluorescent dye called quinacrine. What seems to happen is that the quinacrine sticks only to some regions of a chromosome, forming a pattern of bands across its length which is characteristic of the chromosome concerned, and even of the bits and pieces of the same chromosome.

The second technique that has provided grist for Dr Miller's mill is that in which cells from quite different species are fused together. If, for example, the cells of a chimpanzee and a mouse are fused together, the combined cell will multiply as if it were a normal kind of cell, but its progeny will progressively shed the chromosomes derived from the chimpanzee.

By making biochemical studies of the successive generations of cells, it has turned out to be possible more surely than ever before to tell on which chromosomes which genes are to be found. So it has become possible to think of comparing the physical and the genetic patterns of the chromosomes of different but related species—building up a picture of how their chromosomes might have been derived from some common ancestor.

In the comparison of the chromosomes of human beings with those of the other primates, the most immediate difficulty is that the human complement of chromosomes is 46 (consisting of 22 pairs of outwardly similiar chromosomes with either a pair of X-chromosomes in a normal female or an X and a Y chromosome in a normal male) and 48 (with the same sex-linked pattern) in all other primates.

Sheer weight of numbers suggests that one of the distinctive features of the human primate species, still not explained, is the loss of a pair of chromosomes somewhere along the evolutionary line. How could it be, one wonders, that this could have been advantageous?

Dr Miller quite properly has a lot to say about the shapes of the remaining chromosomes. The gibbon, for what it is worth, is ruled out as a close relative of the human species because virtually all of its chromosomes are symmetrical—when they show up under the microscope (which is not easy to arrange), they look like fuzzy letter Xs, and the cytologists call them metacentric.

Most other primates have a much larger number of asymmetrical chromosomes in their complement of 48 (for most primates) or 46 (for human primates), looking like letters X in which the crossover point has slipped. In the trade, they call them acrocentric chromosomes.

What Dr Miller's compilation of data shows is that, among the other primates, the patterns of banding in the chromosomes of human beings more closely resemble those in the chromosomes of gorillas than chimpanzees. And the argument is clinched by the observation that when it is possible to set up a correspondence between a human and a primate chromosome based on a knowledge of the genes that they embody, it turns out that it is more often the case that the similar genes are on the same chromosomes in the comparison of the human species and the gorilla than in the comparison of the former and the chimpanzee.

What Dr Miller's argument proves to me is, curiously enough, not that human beings are more closely related to gorillas than to chimpanzees (both of which are remarkably endearing) but that, if there is so little to choose between their chromosomes, why can they seem to be so different? No doubt gorillas, and chimpanzees, think the same about us.

The moral, then, is that there is no easy way of understanding the course of primate evolution without a means of understanding which genetic differences between the various species are significant and which are not. The chances are that nobody will get very far by worrying about the small differences between the various haemoglobins, all of them more or less the same in chemical structure, that the different species have evolved.

Dr Miller's mapping of the differences between the human and the other primate genes is as elegant as the old medieval maps of what the world looked like. But it is neither as complete nor as interesting as it might be—and will soon be.

In due course, it may be possible to check what the bio-chemists have to say about the early evolution of the primates against a measure of reality.

Nature (December 22/29) carried one of the first accounts of the excavations in the past four years of the fossil-bearing strata of the Potwar Plateau, in Pakistan. Dr David Pilbeam and his colleagues describe a great diversity of primate fossils whose interrelationships remain to be worked out.

But at least there is a chance that the result may span the critical stages in the divergence of the gorilla and the chimpanzee from the human lineage proper. That is something to look forward to.



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United States

The year that the schools went broke

from Clive Cook

Our North America correspondent reports on why many schools in Ohio had to shut down last year because of financial problems. And why the prospects for 1978 look even bleaker.

WASHINGTON

Ohio, the big industrial state with a reputation for having the most chaotic schools systems in the United States, surpassed its own sad record last year.

The annual financial crisis started unusually early in the autumn and caused unprecedented disruption in elementary and secondary schools throughout the state. Newspapers across the nation were full of stories about bankrupt schools closing down, teachers walking out because their pay cheques had not arrived, contradictory court orders and unpaid bank loans.

Financially, 1978 looks set to be worse still. But the year may also see a more serious attempt to sort out the cause of the whole mess—Ohio's school financing laws, which forbid any school district to end the calendar year in deficit, require local taxpayers to approve in a referendum any property tax increase to pay for the schools and make state aid dependent on the ability of local districts to pass those tax levies.

Last month a Lower Court judge ruled that the whole system is illegal because it violates Ohio's constitutional requirement to provide "a thorough and efficient education".

Judge Paul Riley gave the state legislature until July to work out a fairer formula, but the state may delay matters by appealing to Ohio's Supreme Court.

However, the judgment, in a suit brought by Cincinnati school district against the Ohio Education Department, may set the legislators thinking about possible reform.

Voters in Cincinnati, like those in two other large cities, Dayton and Columbus, and many smaller towns, had again rejected any property tax increase in referendums in November. The city of Cleveland, where there has been no increase for seven years, did not even bother to ask for one, because the bankrupt Board of Education assumed it would be rejected.

However, voters in Toledo, where schools ran out of money and sent 52,000 pupils home at the end of October, surprised many observers by approving a modest tax rise two weeks later—the first since 1968. One theory was that the local estate agents helped to swing the vote this time by taking a full page newspaper advertisement to warn that property values would be hit by yet another rejection; they said people were already refusing to buy homes in Toledo because they did not know whether their children would get any education.

But the tax increase did not raise enough money to see the Toledo Board of Education right through to the New Year, and the schools would have closed early for Christmas if the Ohio General Assembly had not passed emergency legislation at the beginning of December allowing Toledo and the even more desperate Cleveland system to postpone repayment of multi-million dollar bank loans for a year.

Cleveland's municipal schools, which serve 110,000 children, were all set to close for the year on October 21 and become the biggest American school system to shut down for lack of money since the Depression. But in October a district court ordered the schools to keep operating with $15m owed to two banks.

The banks went to the Supreme Court, which ordered Cleveland to repay the loans. The Board of Education then had the impossible task of obeying the two conflicting court orders. It succeeded in violating both.

None of Cleveland's 5,800 teachers received their fortnightly pay cheques in November and initially 20 per cent of them stayed away from work, forcing 14 schools to close. When the Cleveland Teachers' Union told its members not to go to work—they avoided the word "strike"—half the city's teachers obeyed, shutting down about 40 schools. They returned to their classrooms after a fortnight when the State Assembly passed the emergency authorization allowing them to be paid again.

The problems of the big cities were reflected right across Ohio. More than 50 out of 616 school districts have asked the State Auditor to confirm that they are going bankrupt and about 10 systems are thought actually to have closed down early.

Since 1970 voters in the eight largest cities in Ohio have accepted two and rejected 22 attempts to increase local property taxes. Besides the growing disillusionment with public education as a whole, local resentment of court-ordered desegregation and bussing is thought to have made people less willing to vote the schools more money.

In recent years half the states in the United States have replaced local property taxes with uniform state-wide school financing. But last month, however, the reform movement suffered a major blow when the voters of Maine repealed the state's four-year-old financing system in a referendum.

The system, introduced by the state legislature to put an end to unfair local variations in educational spending, provoked bitter opposition in the richer districts which had to pay out more in taxes than they got back from the state for their schools. It also upset those who oppose in principle any reduction in local democracy—in this case the power to tax property.

This month the state will have to decide what new financing system to introduce instead. A complete return to the former reliance on local property taxes will be impossible.

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Spain

Democratic sack for 5,000 political staff

from James Connell

BILBAO

Spain's changeover to democratic government has produced the first academic victims of the new order with the sacking of 5,000 teachers.

The unfortunate teachers taught a subject which has now been ended in state secondary schools. The subject, *Formacion de Espiritu Nacional*, has been taught in Spanish schools since 1938. Its university counterpart — *Formacion Politica*—was halted in October.

Basically a political apologia for the Franco regime, the programme was widened in 1971 to include civics and social studies and, in the more liberal climate which began to prevail, explanation of Democratic and Marxist concepts was tolerated. The new set-up also stipulated that the political teachers should be graduates.

These teachers were traditionally members of the National Movement and when they were dismissed at the beginning of this term only 60 per cent were in fact graduates. Many held vague qualifications and were classified as "instructors". Others were "second-job" government employees.

The subject was never taken seriously. Although theoretically obligatory, the classes were sparsely attended and in recent years the marks awarded were not taken into consideration when computing averages for school certificates.

The Education Minister, Señor Inigo Cavero, emphasized the savings which would accrue from the non-payment of the 5,000 teachers.

The dismissed teachers have received no compensation and have formed a new union with an initial 400 members. It has sent an official protest to the government, pointing out that many of the teachers have over 20 years' service.

The idea that these teachers could teach civics within the new democratic set-up is being aired as one solution.

Australia

Rebuff for migrants

SYDNEY

The New South Wales state government is not to go ahead with its planned "Saturday schools" for teaching migrant children their native languages.

Under the proposed scheme several centres were to have been established in Sydney this year. Pupils would have been able to take Saturday morning classes in foreign languages at their regular schools.

However, at its annual conference the New South Wales Teachers' Federation instructed its members to boycott the Saturday school proposal because it was "educationally unsound". This virtually killed the scheme.

D. D. Waters on the development of Hongkong's middle-level vocational institutes

Gearing training to needs of industry

Hongkong has established a new pattern of technical education, geared to local needs, over the past eight years. It provides craft and technician courses on a full-time, block-release, part-time day, part-time evening and short course basis.

These courses are conducted in four technical institutes run by the Education Department of the Hongkong government. A fifth institute will come into operation in 1979. Each institute can hold about 1,000 full-time and 2,800 part-time day students.

By employing external centres, mainly secondary schools, the number of evening students in all institutes is expected to be around 20,000 by the 1980s.

The main purpose of the institutes is to provide craft and technician education to complement the on-the-job training which is the responsibility of industry. They do not teach the equivalent of "O" and "A" level subjects, nor non-vocational courses which are provided by other educational institutions.

In 1950 Hongkong had 1,480 registered and recorded factories in the manufacturing sector employing a work force of about 82,000. By 1977 this number had swollen to 22,300 registered factories with a work force of 626,631 out of an economically active population of under 2m. The total population is now over 4.5m.

Hongkong's industrial wages are now the highest in Asia after Japan. The colony has also moved into the field of more sophisticated products. Such development would not have been possible without a sound system of vocational technical education. For many years, this was provided by the technical college which became the polytechnic in 1972. The former was "all things to all men", running courses of all types.

In 1969, all the craft and some technician level courses were transferred from the technical college to the Morrison Hill Technical Institute, the first to be established. In 1975, two more were completed.

Each institute provides courses to suit its own locality. At the same time, however, the institutes cater to some degree to the overall needs of Hongkong.

They act in close consultation with industry. The Hongkong Training Council conducts manpower surveys and recommends the types of courses to be run. Its advice is also sought on curricula and syllabuses to make sure they meet the needs of industry.

The main areas of study in the institutes are commerce, construction, electrical, mechanical and marine engineering, printing, textiles and clothing, hotel-keeping and tourism. The fifth institute will include courses in horology, optics, footwear as well as art and design.

Provision will be made for the physically handicapped.

Craft students, who have usually completed eight or nine years of general education, are taught in Chinese and pre-vocational school leavers normally have to enter the second year of a part-time day course and to join the second year of an apprenticeship. Technician students will have previously completed 11 years of general education and are usually taught in English.

After completing a technical course, provision is made for students to transfer to the Polytechnic with which the institutes have a close relationship.

Not only has the Morrison Hill Technical Institute provided technical education for craftsmen and technicians, it has also done valuable "retrieval education". Preliminary and general evening courses are run, with a technical bias, for students who have not completed their secondary education. These students may later join a craft or a technician course. Part-time pre-technical courses, mainly for promising students from pre-vocational schools, began in September.

The capital cost of a typical institute is £3,125,000. The capital cost of the first institute was met by the Royal Hongkong Jockey Club. A local industrialist has recently made a donation of £625,000 towards institute number four, which is named after him—the Haking Wong Technical Institute. In addition, the British government donated £100,000 to each of the four existing institutes for supplying British equipment.

Annual recurrent costs of £1m per institute are met by the Hongkong government and while students pay fees, tuition is heavily subsidized. If a student is unable to afford fees for a full-time course he may qualify for a free place.

Because of the difficulty in recruiting suitable teachers, most of whom are required to teach in the vernacular, the Technical Teachers' College was established in 1974. Such training had previously been carried out in the Morrison Hill Institute. Some newly recruited staff are sent on a one-year full-time teacher's training course before starting to teach. In other cases, grants are given to induce experienced people in industry to take up teaching posts. In other cases again staff are sent overseas, mainly to Britain, to attend courses or for attachments. More and more training is, however, being done locally.

LETTERS

How to share out free periods

Sir,—An oft-recurring topic of conversation in school staffrooms concerns the number of teaching and "free" periods everyone is allotted on the timetable. Clearly, for the sake of harmony and the well-being of the school as a whole, justice must be seen to be done.

Moreover, under the hierarchical salary structure set up as the result of Houghton, everyone must be seen to be carrying the responsibility for which he is being paid. Accordingly, I put forward some suggestions.

Let me avoid the extremes of the small primary school and the monster comprehensive by writing against the background of an eight-form entry mixed secondary school (the optimum size to my way of thinking after many years of "dry-run" theorizing and experience). My timetable has an eight-period day over a five-day week.

As a beginning, it is essential that the broad base of the staff pyramid must be satisfied. Each teacher needs 10 "free" periods a week (an average of two per day) and 30 teaching periods.

From there, I must go immediately to the top of the pyramid because the assistant at the bottom must see that the head is a classroom worker. How necessary for morale. Therefore the head might well be expected to teach for eight periods throughout the week, the equivalent of one day out of five.

Being of the calibre that he is, he can bear the responsibility of carrying the school home every night, over the weekend and throughout the holidays, leaving him ample time to work from his study as administrator and public relations officer for 32 periods every week during term-time.

I am preaching what I practised. How useful for the head to get to know all his pupils over the years; he can talk about them with convincing impressiveness to officials, parents and, particularly, staff. Very impressive, too, for the chairman, chief education officer, and all, to be told by the school secretary that, the head does not wish to be disturbed when teaching. Actually, it is a welcome relief to get out of the study into the classroom away from the telephone and the chance visitor. The head might even enjoy teaching!

The host of teachers with various forms of responsibility fit in between the humble assistant and the head. At the top, the first deputy head would seem to need 20 "free" periods with 20 teaching periods. The second deputy head, senior master and/or senior mistress are rewarded by salary and prestige. They should feel that they are "on the way up" and be prepared to do considerable work outside timetabled hours.

There seems little justification for giving them more than 15 "free" periods. In fact, the same number of "free" periods appears to be adequate for others holding posts of responsibility but who are more closely tied to work on the school site. These are the heads of department and teachers in charge of subjects; and those who, in addition to their normal teaching, have duties covering pastoral care (heads of houses or year groups), direction of studies or careers.

Now—have you checked the pupil-teacher ratio in your school? Am I over-working or under-working the staff? Indeed, are there too many or too few teachers?

GEORGE HIGHMORE,
34 Central Avenue,
Beverley,
North Humberside.



"Dear Mr Nixon, I am doing Watergate for my project and would like you to answer one or two questions . . ."

Parents who stayed away

Sir,—In the last few weeks, we, the heads of the oldest grammar schools and the newest comprehensive school in Cheltenham, have invited parents of senior children in the junior schools to visit us in the evenings to hear and see what our schools each have to offer.

We calculate that a total of under one hundred, out of a potential of over one thousand families, were represented at the three meetings. We wonder, if such is the response of parents at this critical stage of a child's education, how realistic are the expectations of the Taylor Committee in getting anything like the parental involvement envisaged in this report.

BERNARD WILKINSON,
Cheltenham Grammar School.
MARY M. MOON,
Pate's Grammar School for Girls.
S. A. NICHOLAS,
Arle Comprehensive School.

Failure of armchair Leninism

Sir,—The letters on political education from John Turner and Leo Sullivan (December 9) disclose the basic questions facing education and the nation today.

It is worth noting that much of the concern for political education arises from anxiety about the rise of the National Front. It is widely assumed that the Front thrives on political ignorance. As Mr Sullivan writes, "the real antidote for this disease is the teaching of the social sciences undertaken in a rigorous manner".

Two major but unspoken assumptions lie here. First, rigorous, critical, scientific, social and political teaching will destroy the Front's support. Anyone would think that students had minds of putty which yielded only to the fingers of teachers. But, in fact, most students in schools criticize education on the basis of lessons they learn in homes and streets. That is the direction in which their critical faculties work, not the reverse.

Mr Sullivan, of course, has an answer to that: "Interpretations of social life in terms of class struggle can make even school and education exciting." Anyone who has heard an adolescent catechumen reciting the maxims of the class war will know that, though this may be exciting, it is yet another of those simplistic world views that Mr Sullivan rightly deplores.

Mr Turner sees the subject in wider and more hygienic terms, to be summed up in the slogans "Get out and do something", and "No patriotism please, we're British (European)". But although he does not mention the National Front, his assumptions are fundamentally similar to those of Mr Sullivan. If only students are taught the right things, and are shown that they can influence the workings of their community, the result is bound to be political health. Thus, the test of political education is whether it knocks the Front and raises the attendances at public meetings about road improvement schemes.

This shows a naive faith in humanistic education which is positively alarming. Something much more powerful than civics and armchair Leninism is needed to arrest the spread of our social and political illness. The nostrums of your two correspondents have had their chance. They have failed to motivate students or alter public opinion. Their inadequacies bear a heavy responsibility for the trouble we are now in. They have helped to put the National Front on the streets.

RICHARD WILKINS,
Development Officer,
Association of Christian Teachers.

Importance of liberal studies

Sir,—We note with interest the ideas on political education put forward by the HMIs (November 25) and the comments of your correspondents (December 9). They suggest it is important for education to develop an understanding of the society in which we live—its social, economic and political basis, and to develop the requisite skills and attitudes to use these understandings effectively in a democracy.

There is an area of education where we have been trying to do this for a number of years—general or liberal studies in further education.

Many of us who teach this subject have been attempting to achieve the kind of objectives your contributors describe for over ten years, with industrial apprentices and other further education students—sometimes with less support than we would have liked.

It is encouraging to see we are not alone in recognising the importance of such objectives.

KATHERINE EGAN, and nine other lecturers in general studies,
Stockport College of Technology,
Cheshire.

Ellen Wilkinson

Sir,—I am collecting material to write a life of Ellen Wilkinson. If any of your readers have memories and experiences which they would share, or documents and photos which they would loan, I would gratefully treat all with care, and where necessary, return after careful handling.

BETTY VERNON
43 The Crescent,
Belmont,
Sutton, Surrey

Public schools: matters of substance not spelling

Sir,—It may seem absurd—it clearly does—to an ex-master and a historian of Wellington College that it should be possible, in the name of one of that school's headmasters, to get a single initial wrong. To anyone less closely involved it is relatively trivial.

David Newsome, in his review of my book *The Public School Phenomenon* (November 25), found a number of similar mistakes, practically all of spelling—Lyttleton instead of Lyttelton, Leithan for Leithen and so on. My inability to spell, amounting to word blindness, infuriated other schoolmasters throughout my childhood and youth. But I certainly don't defend these mistakes. They are slovenly and should not have occurred (two of them—Whitehead for Whitefield, Compton Burnett for Compton Mackenzie—inexplicably reappeared between proof and finished book).

But even in my schooldays this defect was not used to throw doubt on matters of substance. There would be no point, of course, in responding to Dr Newsome's petty corrections, were the implication not clear that they in some way invalidate the accuracy of the entire work.

It is precisely these matters of substance that (with one exception) Dr Newsome ignores, even where they lie behind the surface he criticizes. For instance, he says that Wellington headmaster Benjamin Pollock (incorrect dates) did not lower the salaries of two junior masters. My source for this was *The Rise of the Public Schools* by T. W. Bamford. He made the same "mistakes", both as to dates and facts, and *his* source was Newsome's history.

Perhaps he got lost in the thickets of footnotes which make that book so wearisome to read and which was one reason I had none—another point that irritates Dr Newsome. But the substance which both Bamford and I were illustrating was the complete dependence of assistant masters on their head at the end of the nineteenth century, especially since these men could lower their salaries at will—as did Pollock.

Again, your reviewer wrote: "Warre succeeded and consolidated the work of Hornby not Hawtrey." I know that Warre succeeded Hornby. The point—which I could have tediously have spelt out—was that Warre was of far greater importance than Hornby and also a man of far greater energy. Although under Hornby for 20 years, he was "soon recognized to be the power behind the throne". For a general work such as mine, he was the significant figure, not Hornby.

On the one serious issue of substance where Dr Newsome does dare dip a shrinking toe below the spelling mistakes and attempt to challenge me, he not only offers no argument at all but is also seriously and damagingly misleading about what I wrote. He says I assert that (a) all schoolmasters who cane must be sadistic, (b) all overt manifestations of male friendship must denote homosexuality.

These are ridiculous statements. I nowhere make them—or anything aproaching them. I am also, incidentally, perfectly aware of the demonstrative and romantic nature male friendship often took at a certain period of the nineteenth century. This is clear, for example, in my treatment of William Cory.

"Why", continues the review, "is Kinsey's word so much more telling than John Dancy's (with all his first-hand experience of boarding-schools and their problems)? How can Mr Gathorne-Hardy be so sure?"

Since he never states, in typical nineteenth-century fashion, upon what it is Dancy and I disagree, the reader cannot have the faintest idea what he is talking about. In fact, it was John Dancy who was sure, not I. That was my complaint. In what was otherwise an excellent book (*The Public Schools and the Future*) he confidently asserted, after extremely perfunctory discussion, that single-sexed boys' boarding schools have no long-term effects. This is not an area where it is possible to be certain.

But Kinsey is of value here because he gives statistical details of what actually happens—as opposed to what schoolmasters with their "first-hand experience" hope happens—when people are subjected to this sort of situation. And his findings do not support Dr Newsome's equally hopeful, totally unsupported rhetorical questions.

JONATHAN GATHORNE-HARDY,
19 Lambourn Road,
London, SW4.

David Newsome writes: I can only repeat that Mr Gathorne-Hardy's misfortune was that his book appeared at the same time as a more scholarly and well-researched study by Professor Honey, and that comparisons were therefore inevitable. Spelling mistakes in names can be highly misleading if the result is to denote some entirely different person—e g, E. F. Benson for E. W. Benson, Archbishop Langley for Archbishop Longley, etc.

Footnotes can be tedious, but a researcher who is prepared to allow extravagant claims to be made for his book must also be prepared to grit his teeth and check his references. I am by no means the only reviewer who has taken exception to a seeming preoccupation with sexual matters in Mr Gathorne-Hardy's chronicle, and the general impression he conveys is much less sympathetic than Professor Honey's treatment of the same issues.

Finally, the rhetorical question. Would it be better if I rephrased it? Are the researches of a psychologist working on the adolescent problems of the American male necessarily superior to the opinions, based on professional experience, of so well-respected a headmaster as Mr John Dancy? Obviously, I think not—and a reviewer is entitled to state his opinions.

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Continued from previous page

never made explicit, is the English essay in its decadent 19th century phase.

Forty years ago, in "Scrutiny", Denys Thompson wrote of the pernicious influence of Lamb's essays in and outside schools. Lamb's work promoted "a conception of style as an end in itself" and it "proved serviceable to writers who needed something impressive to conceal their own indigence of mind". That conception of style survives; it is behind the invitation to write on whimsical titles like "Kings and Queens", "On being bitten by the collecting bug" and "On being well-dressed" (Oxford, 1975, 1976).

It is made explicit in comments like these: "old wine is particularly welcome if it is in new bottles" (AEB 1975); and "first class raw materials can be spoiled by poor presentation, both in cookery and in writing. Inexperienced writers with nothing to say find it harder than professionals to disguise their work with elegant variations or redundant examples, and not only the content but the style deteriorates" (H. G. Earnshaw).

The last of these examples is particularly telling; the implication is that with the "professional" the style need not deteriorate even when there is nothing to say, and that marks would probably be gained by the candidate who could imitate those "elegant variations" and "redundant examples". The widespread changes in the teaching of English over the last decade or so may have resulted in a diminishing attachment to the models from which it is possible to learn the art of high sounding vacuity, of what Raymond Williams calls "the whirring sound of a merely polite mind putting pen to paper".

In setting out what they thought the guiding principles behind any examination of this kind ought to be, the authors of the 1964 report said that "the examinations ought to require such command of language as might naturally result from wide reading of good writing". Much of the literature studies outside external syllabuses is modern; no-one can read at all widely in it without encountering a multiplicity of prose styles—a distinctively twentieth-century feature.

If the assumption is right, that command of language is fostered by such encounters, it will clearly be of a more flexible, more catholic, less predictable quality than is traditionally acceptable in English examinations. This is amongst the more serious indictments: that nothing in the English language reports suggests that there should be a living connexion between English read and English used. To admit it would perhaps call immediate and threatening attention to the models on which the demands for a "good correct style" and "a good standard of English" are based.

There have been small gains since the 1964 report; there is here and there evidence of some attempt to come closer to English practice in the schools. But none of these gains is of a kind to invalidate the basic criticisms. Divergencies between good English teaching in the schools and the demands of the examiners, not to speak of those between a living English prose and the conventions candidates must observe, will continue to result in the expressions of amazement, irritation and fatigue characteristic of these reports.

It would be easy to compile a list of quotations illustrating the general conviction that there is a continuing decline in standards of achievement. But one looks in vain for doubts about the validity of the tasks; the criteria by which the results are assessed are poorly articulated, and sometimes very dubious. This is perhaps the most disquieting aspect of the whole affair, since examiners, with their undoubted authority, seem simply to endorse the misgivings expressed, for instance, by employers, the press, parents, teachers in higher education and teachers of other school subjects.

In this way they help to undermine public confidence in schools. It is thus vital that the validity of this test continues to be debated. Its present effect is in general to trivialize English; to diminish, one suspects, rather than to increase understanding of the range and power of the native language.

Roger Knight is a lecturer in the school of education, University of Leicester. This article is based on a longer version which appeared in the summer, 1977, issue of "English in Education".

The truly disadvantaged

The number of children in care has doubled in the last ten years. Joe Benjamin argues that there is still little understanding among teachers and social workers of the needs of such children

Think of a problem, and you will probably find a pressure group hammering away at the doors of government with facts, figures and "solutions". But not so in the case of children in residential care. Legislation here has moved slowly and even then it has been a structural or administrative move, enabling courts and social workers to act more "effectively" from already entrenched positions of authority.

The Children's Act, 1948, seemed to herald a new dawn: a radical breakaway from the old Dickensian institutions, where children were given pudding basin haircuts, dressed in uniform blue (grey for Sundays) shorts and jerseys, marched off to their own school or church, beaten or locked up for trivial misdemeanours, deprived of pocket money, divorced from the world outside the institutional walls, and trained to go "downstairs" if they were girls and into the armed forces if they were boys.

Without any real thought, but with a commendable sense of guilt, the government of the day declared such institutions to be inhuman, and set about replacing them with family (sized) group homes which were to be sited in ordinary housing estates or similar natural communities.

The ex-Service types who ran the old institutions were to be replaced by trained residential workers; the children were to be given the confidence normally gained by growing up in a family; they were to be dressed in clothes of their own choice, have pocket money scaled according to age, go to neighbourhood schools.

Above all, they would be cared for by a married couple, the woman acting as mother while her husband would follow his normal occupation and help out at evenings and weekends. There would be neighbours and friends.

Thirty years later, there is still no understanding. It was perhaps significant that a conference for children in care, called by the National Children's Bureau in 1975, was called "... Cares?" Out of this confe... attended by 100 children, a working... of about 20 volunteers was set ... examine what life is like living in ... homes. It soon became evident ... spite of material changes, these chi... were still disadvantaged in ways ... matter most.

The training of real parents is ... thing to discuss elsewhere. But th... is that, of residential workers wh... expected to know something ... psychological and severely strained... tional needs of their children, only ... cent are trained. Real parents, ... without training, are expected ... responsible for their own children... have some influence in their cho... friends, to encourage contact with fa... to discuss the economics of a dom... budget and, thus, pocket money, cl... and further education.

Residential workers are given no ... responsibility. If a child wants to v... parent, spend a night with friend... requires extra clothing, then permi... must first be obtained from the ... social worker.

The administrative hierarchy, of ... field social workers are unavoidab... part, is self-defeating, when it is rec... that children often enjoy little, if ... contact with their field workers, ... understandably, are ill at ease when ... do meet. Field workers can and do ... heavy case-loads—and worse, their job mobility (as well as that of the residential workers) does not make for good, continuous and therefore trusting relationships.

(It is interesting to reflect that, when a natural mother deserts her children, there is a legal and social system to support the child; but when a housemother leaves her post, we merely advertise for a replacement.)

The children themselves are conscious of their position in society. In their report published last September by the National Children's Bureau,* they wrote of, among other things, having to buy clothes with vouchers at local authority-selected shops, of having all their cooking and cleaning done for them, of being known at school as "the homes kids"—and of believing that they could not have a library ticket because they were in a home, and of being told that, for the same reason, they could not go to college.

Admittedly, many children in normal homes might suffer from similar restrictions and negative advice from their own parents. It seems logical, therefore, to ask what we are about. Is it that we tend to think of convenient administrative structures rather than of individual children growing up and having to make their way in the world at large?

Society's approach to education was summed up by the Prime Minister who, speaking at a conference of careers teachers recently, said that "manufacturing is the major contributor to our national wealth . . ." and went on to argue that careers teachers should do their best to guide school leavers into this field. Not a word, of course, on listening to, understanding and furthering the children's own needs.

I have deliberately confused the argument about the child in care with that of the child in school. In a sense, all children are "in care"—and until adult society can change its present attitudes and evolve a theory about education that is relevant to the needs of the child, we will always have "problem children". (It is worth pointing out that most children in care are there through no fault of their own, but through the death or illness of a parent, unsatisfactory home conditions, or desertion by one or both parents.)

The arguments about the merits or otherwise of the small family unit as against the old large institutions are, therefore, irrelevant. Further, the over-compensating that society indulges in (still suffering from that old guilt feeling?) by way of more and better clothes, increased pocket money, 23in colour TV sets and "adequate domestic staff", is dangerous, in that it teaches false values.

It is how we regard *children* that counts. In an understanding home, they will be allowed to have untidy bedrooms, but be expected to clean them up occasionally. They will be taught to cook, and take their turn with the washing-up and shopping. They will be given an understanding that money is not limitless, and that they can can help around the house not only because they enjoy it, but also because it is cheaper than calling in a handyman.

They will have their own friends in, and go and stay with them. They will have, in fact, the freedoms born of real security. But it is precisely these freedoms which are denied the already deprived child.

This kind of thinking has little or no part in the curriculum of students of residential work, social administration or teaching. Surely there is a case for a common core to the training of all involved in the education/care of children, centred on early responsibility within the context of the child's development (communication) and capabilities (skills)? Incapable children can be helped, either by adults or by other children. This is something they need to learn. If they don't, they become incapable adults.

Homer Lane, in America and in Britain, demonstrated this to some effect, as did Makerenko in the Soviet Union. Both are now dead. Sadly, it seems, not even their spirit lingers on. There are now 120,000 children in care, a figure which has almost doubled in the last ten years. Who cares?

Joe Benjamin is a senior lecturer at the North-East London Polytechnic.
**Who Cares?*, National Children's Bureau, £1.50.



Children at dinner in the Orphan Working School, Haverstock Hill. Have attitudes really changed in the twentieth century?



Noise in six languages?

Tim Albert visits the EEC School in Brussels

The 12-year-old was showing signs of a life style very different to that enjoyed by a 12-year-old in Bishop's Stortford, say, or Ashton-under-Lyme. "Don't take too much of the ravioli", she warned me, as we were making a start on the school lunch. "It's only the entrée. There's meat to follow."

Later, after the salad and escalope, and after she had gone out to play, her mother—a teacher at the same school—told me how much more confident her daughter had become since leaving her primary school in England, and how she could now slip effectively between a variety of European languages and a variety of European friends.

Earlier Brendan Cassidy, an English language teacher from Belfast, had told me that he took mainly sixth and seventh year pupils at the school. "By this time they are extremely fluent in their main foreign language. The level of debate and discussion in class is frequently mother tongue level. For anyone who is teaching here the kind of response which you can get from a senior class gives a lot of job satisfaction. And of course the standard of living is higher."

The school I was visiting was the EEC school set (if you can find it amid the horrors of Belgian traffic) in a wooded suburb of Brussels. Based in a rather glum villa, a mansion of the second division now firmly past its prime, and an assortment of utilitarian classroom blocks, it is a good illustration of how bad buildings do not necessarily bring bad schools.

Although this is the first impression visitors get when they arrive, they leave with memories of hordes of bright, well-dressed children, wearing no uniforms, laughing, joking and holding apparently intelligent conversations in several languages.

Set up in 1953 to provide an education for the sons and daughters of Eurocrats, this EEC school aims to produce young Europeans "schooled and ready to complete and consolidate the work of their fathers before them to bring into being a united and thriving Europe". It was the first of the two such schools now operating in Brussels, one of eight in Europe (with another possibly starting in England soon), and goes by the name of Brussels I.

"It's not a very romantic name and I am thinking of changing it", says Pierre Goedert, the brisk and efficient director, formerly head of the National Lycée, in Luxembourg. "It reminds me of the schools I visited in Russia. I thought we might be able to call it after one of the European fathers, but if I choose one name then the other nations might start complaining."

In fact, the (occasionally uneasy) combination of the various nationalities is an important feature. The headships are allocated to countries on a rota basis. The 260 teachers also come according to quotas from the nine EEC countries. At present there are 22 from Britain at Brussels I.

The 2,629 pupils (of which 114 are in kindergarten, 895 in primary school and 1,620 at the secondary school) are divided according to language: 704 speaking French, 627 Italian, 407 German, 366 English, 318 Dutch and 208 Danish.

"Our first impressions", wrote two English teachers in a recent edition of *Trends*, the quarterly journal published by the British Department of Education and Science, "were of crowded corridors, noise in six languages, and the problem of how best to reprimand an Italian pupil for going up the down staircase".

The curriculum must therefore allow for these unusual circumstances. When they start off, at six years old for five years of primary education, the children immediately start learning one of the three main working languages (French, German or English). This language later plays an important part in his or her subsequent school career. Although there is at this stage considerable emphasis on mother tongue, and arithmetic, there are European hours, where children of all nationalities come together for art, music and physical education.

Children usually go on to the secondary school at 11. The work there is pretty academic, with particular emphasis on mother tongue, arithmetic and the main foreign language. From the third year, history and geography are taken in this second language. After the third year the pupils choose one of five groups of subjects, concentrating on foreign language, classics, physical or social sciences.

At the end of the school career the pupil sits the European Baccalaureat (not to be confused with the International Baccalaureat). This exam, which includes written examination, course assessment, and arduous oral examinations, has been accepted as sufficient qualification for all EEC universities, and in fact an English Schools Council study has compared a pass in it as equivalent to a pass in four A levels.

Yet there are a number of striking differences from the British system. Children can still be made to repeat years that they have failed (though there is some progress being made to reducing this practice). At the moment there is little for the less academic child, and little science education, nor are there any formal arrangements for what we call pastoral care.

Tuition in the classroom seems to be far more formal, and there are fewer outside activities. But the powers of the head are not so great, and there are a greater number of internal committees that, according to the teachers to whom I spoke, make it far more democratic.

The academic tone of the EEC school is helped by the rather limited social composition of the pupils and their families. Although the European Parliament has discussed the possibility of making the schools more representative (for example by taking in children of migrant workers) such tokenism, I was told, has not been welcome.

The children generally come from unusually well educated and highly motivated families, while extra places open to the general public to make up numbers are usually taken by the offspring of such unrepresentative people as ambassadors and senior embassy officials.

Yet there are changes in the wind, many of them, it seems, attributed to the influence of Britain and Denmark. "The main difference between the British system and the one practised here is that we insist rather more on general culture", says M. Goedert. "But there is a new reform that would introduce more art and music next year. There would also be a combined science course. The Danish and British approach is, it seems, rather more, liberal, and this is having its effect."

At the end of my visit I joined teacher Alan Collis in the café over the road. Along with two Irish teachers and one from Italy, he was finishing a meal of *moules* and *frites*.

"I like the international atmosphere here," he said. "the constant challenging of one's basic assumptions. If you are teaching history, for example, you must be prepared to discuss a lot of different versions. Then there are so many things in Britain that arouse controversy but which over here seem irrelevant—like arguments about a school uniform. No, I wouldn't go back now."

Ladies of grace and fire

Fay Weldon on feminist literature

Life As We Have Known It.
Edited by Margaret Llewelyn Davies.
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Perceiving Women.
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Dent £2.95. 460 12536 2.

"Their voices are beginning only now to emerge from silence into half-articulate speech. These lives are still half-hidden in profound obscurity. To express what is expressed here has been a work of labour and difficulty", wrote Virginia Woolf in 1931, in her preface to *Life As We Have Known It*.

The voices now are more than articulate. What was obscure is unveiled. Dead sisters rise up in reproach of our neglect of them: the living stamp their feet to demand our attention, and witness their woes. The expression, of course, remains a work of difficulty and labour, and is well or badly done. But the bookshops fill up with books about women, by women, for women, and still there is a marker for more, after what amounts to centuries of silence.

Nineteen books have appeared under the Virago imprint alone, since this publishing house, dedicated to the new feminist literature, began two years ago; they plan another 20 for 1978. Their choice of the name Virago (cables, Coverwaul, London) distressed their milder sisters at the time, but the solid substance of their list and the very feel of their books has, for me at any rate, all but changed the connotation of the word. Say "Virago" to me now, and I visualize an industrious and intelligent lady in her middle years.

Life As We Have Known It is a classic account of the lives, aspirations and experience of working women, whose recollections go back to the 1850s. The soft voice of Virginia Woolf, the benevolent spectator, easy and delicate in her long introductory letter; the sadder, louder voices of the women, frightening in their stoicism and their capacity to endure. *Life As We Have Known It* must make desirable reading for all those young people (and old ones too) who find it hard to remember a world before blue jeans, detergent, the vote at 18, the NHS and paper hankies.

Sylvia Pankhurst speaks to us out of the past, in sober, informative and patient key. *The Suffragette Movement* is a remarkable work in both history and autobiography, but has been unavailable since 1932. Its clear importance is as a primary source in an area beset by myth and false memories. It does not make easy reading, but then there was nothing easy about the younger Miss Pankhurst's life: it was useful, though, like her book.

Words and Women, an enquiry into the way language affects our values and beliefs, and so often militates against women, strikes a shrillier, more impetuous note. Mrs Swift and Miller flail about in their indignation. It's a splendid reference book for anyone looking for quotable ammunition to fire across the dinner table or even lecture halls. "Man is the only animal who commits rape", makes sense. "Man is a mammal who breastfeeds its young" does not. But what jackdaws Swift and Miller are, leaping about in mine and space for their treasure, not always bothering about accuracy—the word family, they claim, comes from the Roman famulus, a slave. Not on your feminist nelly, it doesn't—but ever hopeful. Change the language, and you'll change the world, they claim. . . .

Women in the Labour Movement and *Women and Trade Unions* provide more solid grist to the mill of indignation, and to my mind, the latter is the more valuable acquisition. Dr Lewenhak writes with grace and fire, considering the solid substance of her book, which traces women's part in the labour organization and protest from medieval times. *Women in the Labour Movement*, a collection of essays edited by Lucy Middleton, on the general theme of the importance of female organization and cooperation, toes a more predictable party line. Mr Callaghan, in his cosy foreword, seems to wish to appropriate the whole women's labour movement by giving it a capital L. "Throughout its life", he writes, "the labour party has been closely identified with the advancement of women's rights!" Shiela Lewenhak, more convincingly demonstrates how government after government has sacrificed women's interests as and how it served their purposes.

The two books demonstrate the gulf which has opened up between the feminists and the libertarians. The latter, as exemplified by Dr Lewenhak, may still look to the feminists of the past to legitimize their efforts, but they operate on a very different set of assumptions about the nature of society and the purpose of political action. While the feminists (at any rate as we see them in *Women in the Labour Movement*) work tirelessly and innocently towards more better legislation, the libertarians put their efforts with at best suspicion, at worst hostility, as the merest system building. The libertarians reject the large institutions so dear to the feminists, the way forward as lying in the more local areas of consciousness-raising, and a fight against sexism. These points are made in Richard Evans's *The Feminists*, a comparative history of feminist movements the world over—a book which would not have been possible even five or six years ago. It is only since then, as he points out, that academic studies of women's emancipation movements have been available in any number. It is a sensible and scholarly book, a great antidote to insular thinking.

But *Perceiving Women*, first published in 1975, and now, usefully, in paperback, is all the rest into proper, if uneasy, perspective. This collection of essays by social anthropologists draws its material from a diversity of female groups—African tribeswomen to Germans' wives—and underlines, rather gloomily, the extent and power of our own conditioning. But it makes fascinating reading. Did you know that gypsy women wear aprons not to protect their clothes from dirty dishes, but to protect their dishes from dirty clothes?



Virginia Woolf.



Arrest of Mrs Pankhurst in May, 1914.

New styles of architecture

Hermann Peschmann on W. H. Auden

The English Auden: Poems, Essays and Dramatic Writings, 1927-1939.
Edited by Edward Mendelson.
Faber £8.95. 571 10832 6.

No one, in theory, denies a poet's right to exclude or revise his poems for a collected edition, as with Yeats's drastic revisions or Graves's massive exclusions. Yet, especially among those who grew up amid the excitement of the early Auden, there is an undeniable resentment over the exclusions from his finally acknowledged *oeuvre*. Not easy to define, this resentment must include a feeling of being "let down" by what seems the cavalier treatment of the works which first won him enthusiastic acclaim. But there are at least two other considerations: it has been difficult for the general reader to find exactly what had been omitted or amended—*Poems*, *Look, Stranger!* and *Another Time*, long out of print, are available only in specialist libraries; and among the reasons Auden gave for his omissions was one that was unsatisfactory and difficult to interpret.

He wrote in his Foreword to the *Collected Shorter Poems 1927-1957*, "Some poems were thrown out because they were dishonest, bad-mannered or boring". Lapses of taste and poor poems (if they really were "boring") no one regretted losing. It was "dishonest" defined as "feelings or beliefs which its author never felt or entertained", which bothered us. Had we been taken in? But, citing one example of a dropped poem, he continued, "I once expressed a desire for liked modern architecture. I prefer *old styles*". The whole line, however, reads: "New styles of architecture, a change of heart" and surely cannot, in the context of "Sir, no man's enemy", be interpreted other than metaphorically. In a word, was Auden responsible by 1966, because of radical ideological changes in his outlook or viewing objectively his early productions? Now at last we are the judge for ourselves.

In 1976, Edward Mendelson edited the definitive edition of Auden's *Collected Poems*—all the poet wished preserved—and from it we learn he had jettisoned *The Orators* and some 50-odd poems. Now there they all are, evoking anew the Thirties atmosphere and including a few we could, on any count, ill spare. This splendid second volume, *The English Auden*, comprises all the poems Auden published up to his departure for America in 1939, including those in magazines and anthologies, plus four unpublished pieces, lyrics from the plays, and the unpreserved poems written in America from 1939 to 1942—the last a concession that saved for us that fine poem, beloved of E. M. Forster, *September 1, 1939*, which Auden dismissed as "a hangover from the UK". There is also a generous selection of essays and reviews to remind us how good an essayist Auden was. The whole is beautifully bound, edited with meticulous care, with valuable notes on textual problems and revisions, and an interesting editorial presence recording Auden's life and literary development up to 1939.



Right: W. H. Auden by Don Bachardy.

Of smock and sickle

Tom Corfe on local history

There were, so we are told, nine and sixty ways of constructing tribal lays. There are infinitely more ways of constructing local histories; almost as many as there are places to write about, in fact. But in this case it is more doubtful whether every single one of them is right; changing fashions leave some practitioners behind.

Local history in some shape or form must be as old Kipling's Neolithic lays. Once upon a time it was the province of the enthusiastic amateur, squire, doctor or parson. Irrelevant antiquarian grubbing much of it may be, but their kind of local history is still with us, the truly amateur, born of industrious local patriotism and a fascination with the past for its own sake.

But now the professionals have moved in. Local history, disciplined and directed, has exploded in all directions. W. G. Hoskins and his friends brought local history to life, taught us all to put on our boots and open our eyes. Now we ask new questions and seek new answers, maneuvering the fourth dimension that curved the hedgerow, patterned the city streets, and moulded the communities in which we live.

The fifties produced a spate of enthusiasm, both amateur and professional. The old parochial nostalgia was given new purpose. Hoskins's textbooks, Leicester graduates, and what was then *The Amateur Historian* led the way. The subject became academically respectable, dealing in themes and techniques that were general rather than merely local. Universities energetically invented related new disciplines of their own, and one decade saw the effective birth of Industrial Archaeology, Demography, Vernacular Architecture, Urban Studies . . .

Twenty years of enthusiastic activity on so many fronts calls for a stock-taking exercise. Alan Rogers has reworked his *This was their world* of 1972 into the more appropriately (less imaginatively, says Dr Hoskins in his preface) titled *Approaches to local history* (Longman £7.50). His guidance is efficient and systematic, drawing on his own extensive practical experience and that of others. His advice has its limitations, as he is the first to recognize. Its base is firmly set in the landlocked, urban Midlands; and it complements rather than replaces Dr Hoskins's own insight into rural landscape and medieval peasant life. But for those seeking help in penetrating the jungle of sources illustrating our recent past this book is invaluable.

To set beside this overall survey we have a collection that illustrates something of the variety, now fashions and old, amateurism and nostalgia as well as scholarship in half a dozen fields. Some indeed can hardly be called local history at all, save as bird's-eye views of our multifarious localities.



Bringing in the harvest, from 'Cottage Life in a Hertfordshire Village', by Edwin Grey (Harpenden and District Local History Society).

Amateur enthusiasm is seen at its best and at its misguided worst in The Stilington Story (Horbury School, £3.00), a compendium of gleanings produced by R. D. Woodall, head of Horbury School with help from pupils, staff and neighbours. Everything, significant or trivial, is here, save for a coherent picture of this community and its development. Charnwood's Heritage, edited by I. M. Evans (Leicestershire Museums Service £1.45), is more attractive and manageable, its semi-professional essays presenting a clear portrait of one of our new administrative units. Charnwood, created in 1974, can trace its geological roots back to the Pre-Cambrian Era; most of our artificial new boroughs must envy it in the ancestral tree so well provided here. Yet, oddly, Charnwood's rich architectural heritage is virtually ignored.

Nostalgic regrets for our lost innocence are most obvious in a rural context. Can this vivid, complex way of life have passed in our own lifetimes, in the true agrarian revolution? George Ewart Evans is an old and skilled hand at combining nostalgia with scholarship. In Where beards wag all (Faber £2.50), lively sketches, antique photographs, taped gossip, and unobtrusive learning are brought together to give the past tangible reality.

Of similar interest, and of great value for the untutored townee, is a well-illustrated booklet on The farming year, edited by J. C. Fairclough and compiled by teachers and advisers in Suffolk (BARO £1.10). It explains in simple terms just how the arable farmer of not-so-long-ago worked his annual miracle of coaxing a harvest from the soil. More sophisticated is Rural Life in Wessex, by J. H. Bettey (Moonraker Press £4.95), a clear, economical and systematic survey that spans the changes of 400 years. This is social history at its unpretentious best, rich in quotation and local detail, though lack of references is sometimes frustrating.

The nostalgic fascination apparent in Dr Bettey's photographs is further exploited in J. S. Creasey's bird's-eye view of Victorian and Edwardian Country Life (Batsford £3.95), an album which naturally invites comparison with Gordon Winter's trend-setting *Country Camera of 1966*. Mr Creasey's photographs, marginally less attractive than Winter's, together with his shrewd commentary, chronicle the passing of smock and sickle and ox-plough before the invading machines, clanking, puffing, stinking, magnificent. They evoke a rich, lost world and not least its lively smells. Some day canned collections of rural odours may be available to refresh the townsman's jaded nostrils; but for the meantime those wallowing pigs, fresh-turned clods, belching machines and grubbily overdressed labourers will set them quivering.

No nostalgia, but efficient scholarship, in The Plague reconsidered (Local Population Studies £3.65); here demographers have linked their skills with those of medical experts and incorporated material from recent specialist studies. Their dissection of three contrasting communities demonstrates how effectively local material can be used to extend and often to correct the outline presented even by some of our most admired textbooks. The inhabitants of Colyton are once more examined under the demographic microscope, and joined on this occasion by Bristolians and the villagers of Eyam, whose romantic tale looks a little different in the cold light of the parish registers.

Green villages of County Durham (Durham County Council £1.00) is also of more than local interest. It is far from being another exercise in nostalgia, even if its title or first sight implies a search for a verdant past now thoroughly obscured by industrial grime. Brian Roberts is concerned with a remoter past, investigating the origins and nature of rural settlement patterns. He analyses, speculates, hints, bringing an agile mind and a wide-ranging understanding to a field where clues are few and much is obscure. It is not always easy to follow the convoluted, concentrated thinking of the geographer, but this study intrigues and enlightens.

Brian Roberts hints cautiously at links with a Celtic past. Lionel Munby's survey of the history encapsulated in The Hertfordshire Landscape (Hodder and Stoughton £5.95) is also much concerned with continuity. Here the documentation is more adequate, and since this is the romanized south his speculations take us back to the centuriated pattern of villa fields. At the opposite end of his time scale he searches out the traces of rural Hertford under the motorways and the suburban splurges. This is a worthy addition to Dr Hoskins's invaluable series, offering local history that is "meant to be enjoyed and explained in plain English". Hertfordshire is by no means a clear and satisfying unit to deal with, but the complex pattern of its past, spatially and temporally, is set out with admirable lucidity.

Anthony Burton in Industrial Archaeological Sites of Britain (Weidenfeld and Nicolson £5.50) rambles region by region around our industrial remains, feeding our new-found nostalgic hunger for the rubbish dumps left by some of the more sordid bits of our history. He writes pleasantly about his selected monuments. Clive Coote's photographs of rusting iron and tumbled stone are attractive though rarely informative; and regrettably no map or diagram aids the technological simpleton.

Varied examples of some other approaches to the local theme can be mentioned only briefly. Monkwearmouth Colliery in 1851, edited by George Patterson (Durham University DEMS 80p) produces an intriguing close-up from analysis of the census returns. Another proliferating recent development is the "urban trail", setting familiar buildings in historical context, represented by Alton Pickersgill's Discovering Sunderland (Tyne Corbett 40p). Portsmouth Museums Society's Pepys in Portsmouth (35p) makes an unpretentious booklet out of the relevant bits of the diary.

A batch of Yorkshire wills is analysed by M. G. A. Vale in the Borthwick Institute's latest paper, Piety, Charity and Literacy among the Yorkshire Gentry (St Anthony's Press 60p), enlightening us on certain fifteenth-century attitudes and accomplishments. And the well illustrated Life and Death in Prehistoric Northumberland, by Stan Beckensall (Frank Graham 85p) briefly describes and explains the wealth of remains to be found scattered over that rugged northern landscape. Each in its distinctive way helps illuminate the rich variety of our local past.

Paperbacks

New-found land

Tony Howarth

Conflict And Transformation. By William R. Brock.
Penguin £1.50. 14 02 1242 6.
Coming Of Age. By Donald R. McCoy.
Penguin £1.75. 14 02 1245 0.
Destination America. By Maldwyn A. Jones.
Fontana £1.50. 00 634435 6.
The Liners. By Terry Coleman.
Penguin £1.95. 14 00 4398 5.

There are enough Irishmen in the United States to drink the Guinness dry; enough Italians to drain the Chianti; and enough Jews to . . . well, enough to buy out that cowboy Caddafi lock, stock and barrels. America is an ethnic hotpot, a cultural Laugh-In; it's Hollywood's ultimate Western with old baldy Kojak on Trigger. It's by Wilder out of Kissinger, with a touch of Ali's brush. It's Batmanski and Robin Hood; and to write its history you have to juggle in 24 languages and major in schizophrenia.

We still find a lot of writers about America who can drop their pants in just one language and almost make you wonder what all the fuss is about. There were shoals of them about last bicentennial year, busily building a vast cliché floating free somewhere between the Atlantic and the Pacific. And after that experience it is good for the nerves to return to William Brock's masterly, detached history of the States between 1844 and 1877, *Conflict and Transformation*.

The third volume in the Pelican History of the United States, Professor Brock's book is a cool and scholarly treatment of American society and government between the presidencies of John Tyler and Ulysses S. Grant. Nothing here is out of control or mere decoration or forced into the mould of hypothesis. The long fuse of the Civil War, meticulously described, prepares the reader not only for the conflict but also for the refusal of the Confederacy to lie down even after it had reluctantly conceded defeat.

Brock insists that "Attempts to interpret it [the War] as fundamentally an economic conflict fail to convince. . . . It was the great crisis for most of the forces that move in the modern world and is thus of universal significance." He has sufficient familiarity with the languages of America to prove his point, and he produces a fine mosaic of the people set firmly in their own times and in the context of a wider world.

Coming Of Age, the sixth of the Pelican series, is a lesser work; a worthy but mostly rather dull summary of America in the 1920s and 1930s. There is an abundance of detail (if you need to know who was Postmaster-General in Hoover's Administration, you now know where to look), and there are plenty of statistics to help you ride the economic roller-coaster of the period.

But when it comes to interpretation the effect is usually stale and occasionally misleading. Professor McCoy can help us to understand FDR by describing him as splitting the difference between Herbert Hoover and John Maynard Keynes; but he can also stop us dead with extraordinary value judgments on such issues as the largest immigrant-receiving country in the world of the twentieth century—a counterweight to the old prejudice that Miss Liberty cancelled her small ad to the "huddled masses" sometime around 1919.

The story of *The Liners* begins in the period when the treatment of "steerage" immigrants was only marginally better than that dealt out to scowaways. It ends with the *Queen Mary*, subject to all kinds of indignities as an hotel/museum off Long Beach, California; and with the flying QE2 wandering the seas in search of a complement of passengers.

Terry Coleman's liners are, of course, the great ships of the Atlantic crossing; and he writes a marvellously subtle, impressionistic history of them, their officers and crews, their clients, and their competition for the "blue ribond". From the still-active Titanic Enthusiast of America (a kind of fan-club for a shipwreck) to the opponents of the construction of the *Normandie*, (Perkins's "Planting debt"), Mr Coleman's tale never flags.

In a book for a general audience is Mr Jones's picture of the United States as the largest immigrant-receiving country in the world of the twentieth century—a counterweight to the old prejudice that Miss Liberty cancelled her small ad to the "huddled masses" sometime around 1919.

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Compendium of information

Colin Bayne-Jardine

The New Caxton Encyclopedia: 20 volumes.
Caxton Publishing Company £345 or £220 for schools.

For those working in the heat of the secondary school kitchen the serving of knowledge to the pupils is a hectic business. In the endless search for more exciting and nutritious dishes teachers are always ready to use attractively packaged information. A new edition of an encyclopedia is, of course, a rich source of material and *The New Caxton Encyclopedia* is immediately attractive. All of us at Henbury School, Bristol, who handled and studied the set commented on the attractive binding, the sensibly sized volumes, the colour illustrations, and the quality of the paper. Factual information is beautifully presented and clearly arranged alphabetically.

We then considered whether or not the set could be used effectively within the daily round of lessons in a school. The approach to the material is balanced and sound. The student could be sent to this source for factual information. At random, for example, he could discover: "The chief constituent of manna is mannitol, a hexahydric alcohol that is used as a mild laxative, especially for infants and young children". The start of the entry on the Armada is another example of compact information: "'Armada', A Spanish word meaning 'armed force' that is particularly applied to the Spanish Armada of 1588. This was a gamble that has always called in question Philip II of Spain's reputation for prudence. In one move he hoped both to settle the political deadlock in the Netherlands and to restore England to the Roman Catholic faith by military conquest." The entry continues by outlining the background, the events including the "confused and indecisive events of the ten days in the English Channel". It concludes: "The threat of another Spanish invasion of England was not removed until James I made peace early in his reign."

The splendid illustrations are well embedded in the text. The captions are directly relevant. The pictures of two climbers tackling a tricky overhang in the Alps is a fine example of a striking photograph with an interesting caption which would lead anyone browsing to read more. One double page (3,938 and 3,939) has a map of Mauritius and two pictures of the country there: one of sugarcane and one of Port Louis. Then there are two pictures of Roman Mausoleums and photographs of Andre Maurois and Charles Maurras. This double page again chosen at random illustrates the difficulty in arranging coherent page layout in which text and illustrations form a natural whole. Inevitably there is a degree of fragmentation and a further danger that the student will make false assumptions. Many will place Roman Mausoleums in Mauritius.

Some of the illustrations are rather small and some maps, though clear, are very small scale. Pictures such as those of the Niger heights set alongside a map of Israel will lead a reader to further study. The clear and simple diagrams such as those of the eleventh-century manor of Tubney.

The language level used in the text itself is high. We were concerned that students using the encyclopedia as a source of factual information for projects would find the language difficult and so produce derivative work. "Aviation, civil: the supervision of technical standards with regard to aircraft safety and efficiency and the regulations of conditions for international air traffic are the responsibility of the International Civil Aviation Organization (ICAO), an agency of the United Nations with headquarters in Montreal, Canada."

Students able to cope with the language would benefit from cross-references and some suggestions for further reading. Both the advanced level students who were members of our school review team made this point.

We then considered the encyclopedia as a library resource for individual students. The presentation and illustrations will undoubtedly attract casual readers but the text is not dynamic enough to hold their attention. The publishers have provided little coloured boxes each containing gobbets of information to attract further study. In a "would you believe it?" way these are interesting. For example, "the giant cuttlefish found in the South Atlantic is no less formidable than the giant octopuses of the storytellers. It can measure forty feet in length and is the largest invertebrate in existence". No wonder there is a later gobbet set against a pink square with some of the thoughts of Chairman Mao: "Only the hero dares pursue the tiger." The review panel felt that these little signposts of information were interesting but did not really point the reader into the text.

Generally, the review team of teachers and students at Henbury were impressed with the *New Caxton Encyclopedia*. The 20 volumes contain a mass of up-to-date information. Volume 12, for example, covers topics from Lloyd George, David, to Micon, an Athenian painter and sculptor. While volume 18 covers topics from tides, which are carried on from volume 17 in a slightly tiresome manner, to Zwingli, Ulrich. Volume 19 on "Man, Earth and Space" covers topics such as the earth in the universe and man on the earth. It has a wealth of splendid illustrations. Volume 20 is an index, atlas and gazetteer, and again, the maps are of high quality, both clear and colourful. There are many sections which will involve the student in the way that the section of "magic squares" so clearly encourages activity, and there is endless fascination in picture diagrams such as the one illustrating the principal operations in preparing wool for spinning.

Immediate feedback

Elizabeth Perrott

Investigations of Microteaching. Edited by Donald McIntyre, Gordon MacLeod and Roy Griffiths.
Croom Helm £8.95. 85664 530 7.

Microteaching is a technique in which attention is focused on specific teaching skills that are practised for short periods with small groups of pupils. Immediate feedback on this practice is usually provided by mechanical means, such as video and audio recordings. On the basis of the feedback thus provided, the teacher analyses and restructures the practice session in order to repeat the process with another group of pupils, with a view to improving his or her use of the teaching skill or skills being focused upon.

For the most part this book describes the results of a research programme which sets out to evaluate the contribution that microteaching could make to the pre-service education of school teachers. The approach adopted is that of a case-study of one particular professional course, in which microteaching was included as an integral part from the outset.

The account is divided into seven parts. The first part summarises findings on students' reactions to microteaching. This is followed by sections which deal with assessment of students' teaching behaviour in microteaching situations and in the normal classroom; students' evaluations of observed teaching; experimental studies of microteaching; students' perceptions of their micro-teaching behaviour, and tutors' commentaries on microteaching practice in relation to specific subject areas. The conclusion is a discussion paper on theoretical interpretation of microteaching by two of the three editors.

Of the 20 papers making up these parts, eight are contributed by lecturers involved in teaching the course, while others are b... of full-time research fellow... search students and associa... who conducted small scale... gations within the framewo... course. Consequently the ... content is very diverse and ... is marred by the use of wo... as "psychologising" and "... tionalization". While some ... deal in detail with researc... niques and methods in a way ... is appropriate to contribu... a research journal, others r... reflect the personal opinions ... ject tutors who have been in ... in this particular course.

The conflict which can arise ... the dual role of curr... developer and research wo... adopted emerges througho... book and perhaps expla... curiously blinkered approach ... is adopted by its authors. In ... stance, although the seventies ... seen major changes in ... policies for teacher training ... the greater emphasis which ... placed on in-service aspe... training, no reference is ma... research work on the use of ... teaching with classroom ... teachers. This is surprising ... light of the fact that many ... problems raised by the auth... insoluble in this pre-service ... such as the linking of micro... ing experience with classroom ... tice; insufficient opportunit... practice; insecurity related ... of experience with pupils of ... ent ages and knowledge of ... content appropriate to ... pupils have been shown by ... researchers to be solved ... removal of microteaching ... niques to courses for in... teachers.

As an account of a research ... gramme, this book suffers be... lack of reference to many ... researches carried out in this ... both in Britain, Europe and ... United States. Such refe... could have illuminated many ... issues raised by this case ... the lack of them makes it ... interest to those involved ... use of microteaching in ... training than it otherwise ... have been.

Ethno-scepticism

Rationality, Education and the Social Organisation of Knowledge. Edited by Chris Jenks.
Routledge and Kegan Paul. £2.50. 7100 8513 3.

If you missed the moment a few years ago when phenomenological doubt seemed likely to engulf "conventional" sociology, a number of contributions in this study will be of interest to you. Jenks in his introduction (prefaced by Nietzsche and closed by a quotation from Heidegger) expresses the shared concern of the authors as being "with the construction of a reflexive sociology". This entails paying repeated attention to what is called "the social basis of your own mode of production", chronic epistemological doubt and a preference for seeing all knowledge as "metaphors for possible societies or ways of being in the world".

Under these auspices, Walsh rehearses the ethnomethodological and "analytic" (*vide* Blum and McHugh) objections to positivistic sociology, taking in Popper and Kuhn along the way. This is far from new but it is compactly done. In his article, Jenks indulges mainly in the art of Hirst (P.H.) and Peters-bashing, invoking Wittgenstein and the ubiquitous Kuhn as chief accomplices. Keddie, as elsewhere, illustrates the strengths and weaknesses of yesterday's key injunction to render all before one "problematic" (in this instance "Education"). As tactic, it serves as powerful reminder to shed preconceptions (here, in relation to "rationality") but in no way removes the necessity to ask "in relation to what?". She uses anthropological material to cast doubt on distinctions between "abstract" and "concrete" thinking, which have important implications for educational stereotypes in our society. While we can be grateful that in this company she tells us that "praxis is no guarantee of ontological status and validity" she does not really deal with Gellner.

Young and Filmer illustrate the differing ways in which phenomenological sociology moved out of the where-everything-is-equally-important vacuum, created out of Husserlian rip-off and ethno-scepticism, towards even newer directions. Both are equally logical. Young's article shows him pausing briefly at the Sartrean bit in Merleau-Ponty to assert the necessity of "having to act when we don't know what we are doing", en route for Marxist determinisms. It is but a step from Habitat to *habitus*, from the world where hierarchy is putatively abolished to its apparent antithesis where there is but one thing to know. Filmer runs to poetry, or more correctly here an exploration of Leavis on life, literature and language. He's all for creative quarrelling and clarifying "the grounds and methodic practices of a collaboratively-creative, disciplined, liberal education that might make possible understandings and practisings of such ways of being—socially in modern England".

Did you miss any of that? Seeing it all together in such a slim, late-arrived volume cheers one with thoughts of sociological impermanence. It helps clarify, too, our understanding of how squatter and Wedgie Marxisms found their space so easily. I wonder if they'll breed?

Brian Davies

New man

Education Welfare. By Keith MacMillan.
Longman £2.50. 582 48689 0.

This excellent book should do much to change the "cinderella" image of the education welfare officer, the direct descendant of the much feared ex-Army school board man and, later, the school attendance officer. While his ancestors were largely, if not wholly, concerned with truancy and discipline, the new man from the welfare can be increasingly expected to have had some training in education welfare, teaching or social work, to be able to discuss the works of Illich and Freire and, at a more practical level, to understand the family background which might give rise to truancy—and to do something positive about it. But not too much, it seems.

EWOs "do not favour" the generic approach à la Seebohm, and still prefer to call in other agencies when the "problem" becomes complex. Before we criticize, however, we need to be aware of the limited role laid down by the DES, the limited training and the even more limited resources on which the EWO can call. Unavoidably, at the moment, the author sees the EWO as a "discovery agent on behalf of other social services", but at least one who is capable of defining the problem.

MacMillan is more than aware of the arguments for deschooling, and is worried. No school—no truants; no truants—no EWOs. But, seriously, he makes the point that, if education in school were voluntary, the "benefits" of a meal service, health inspections and the like would be bypassed by those who needed them most.

Joe Benjamin

Sensitive areas

Yvonne Garson

Health Education in Secondary Schools.
Schools Council Working Party. Paper No 57.
Evans/Methuen Educational £1.60. 423 50370 7.

Basic Health Education. By Vincent Irwin and Michael Spira.
Longman £3.50. 582 48829 X.

Many teachers agree that there is a growing need for health education in the school curriculum. The agreement generally ends there, for the participants in the debate often cannot concur on the scope and goals of their subject. Much of this disagreement arises from the interdisciplinary nature of health education and its relevance to large areas of the curriculum.

Health Education in Secondary Schools gives examples of the variety of practice within schools. The report is a record of the discussions held by a working party of 12 teachers from different schools who met to discuss the problems involved and the practical strategies adopted in their own health education programmes.

Although brief, the book is full of helpful organizational suggestions for teachers and educators in the field, and the variety of approaches and ideological commitments makes it a useful contribution. The book has an appendix containing case studies of practices in the schools of the contributing teachers. At no point is one left with a sense of bewilderment at the variety of practice—rather with a sense of optimism at the obvious flexibility adopted ... teachers who are dealing w... very sensitive area, that of ... attitudes of their pupils.

Because teachers from ... disciplines will inevitably be ... volved in the setting up and ... ning of health education co... the need for resource materi... acute. *Basic Health Educatio...* intended primarily for teachers ... student teachers, and it sets ... to provide the "essential ... about health". It includes ... enormous range of topics but ... fortunately attempts to cover ... much. Consequently, that part ... the book which explains the st... ture and functioning of body s... tems is so brief as to be unc... There are many human biol... texts that deal with these asp... admirably and the authors wo... have done well to omit those top...

A concise reference book ... deals with such questions ... morality as abortion and ex... marital sex is also inevitably go... to suffer from simplification. Wh... the authors recognise the inheren... contentious nature of these iss... they gloss over the debate in the ... attempts to remain brief.

Despite these shortcomings th... book has several merits. Th... chapter on smoking exemplifies th... usefulness of this book to the over... worked teacher. The authors hav... collected together information fro... a variety of sources and present... it in a clear, matter of fact wa... The range of subject material fro... which teachers can select the co... tent of their courses is enormo... and diverse, and although the bo... does not fulfil all its promise it w... be useful for reference in a ... chers' library.

Children's literature

Illusion and reality

Peter Fanning

Long Way Round. By Rodie Sudbery.
Deutsch £2.95. 233 96872 5.

The Mimosa Tree. By Vera and Bill Cleaver.
Oxford University Press £2.50. 19 271404 X.

Max's Dream. By William Mayne.
Hamish Hamilton £2.95. 241 89677 0.

Judy and Julia. By Vera Chapman.
Rex Collings £2.95. 086036 020 2.

One of my most vivid childhood memories involved losing a shoe at school. The fear of terrible consequences at the hands of a dragonish matron obsessed me for three miserable days. Hardly material for an adventure story, yet it is from these everyday worries and fears that Rodie Sudbery creates *Long Way Round*. The story of life in a Yorkshire village in the early fifties, it lives in the minor dramas of every day. Problems of school lunches, buses and bullies and getting lost in the woods are those which every child encounters and here they have the touch of experience and a genuine sense of life. *Long Way Round* is a very simple book with an aura of freshness in every detail of sound, sense and sight, as if Peter and Jane of reading book fame had suddenly developed into rounded human beings.

Realism of a different kind is the theme of Vera and Bill Cleaver's *The Mimosa Tree*. The setting is Chicago and this time life is very, very grim. The Profitts have hit town from North Carolina; their pigs have been poisoned, their crops struck with blight. Father is blind and almost at once their stepmother, Zollie, disappears. The mood of oppression, man's inhumanity to man, is almost completely unrelieved.

Poverty soon presents the children with a choice—to steal or to starve. Here you can't live by the "Golden Rule". "Sometimes things got between you and it. It was fine if everything was at least tolerably equal. But when you had little brothers and a blind father at home hungry and there wasn't even rent money coming because your job was against the law, well, then you had to forget about doing to others as you would have them do unto you." Grim stuff, eh? For good measure we also get treated to vivid details of mugging, epilepsy, drugs and more than a hint of matricide.

It is certainly one of the bleakest children's books I have come across and the moderately happy ending does little to mitigate the despair. Nevertheless, if you can stomach the depression, it's an excellent book, and you'll never find it boring. As for the mimosa tree of the title, which the daughter pictures outside the slum dwelling—that doesn't exist. Everybody knows that. Even her old blind father.

But if you find Chicago is too depressing, then William Mayne's picture of Dorset in the 1890s is as delightful as anyone could wish. *Max's Dream* is the story of a housemaid's search to "break" the dream and so help cure the young cripple who is chosen as May King. Told in her own words, in bubbling Dorset tones, it is a book to be read aloud—indeed younger readers may have problems with some of the dialect. The oral tradition is far from dead.

The young maid's sulks, her single minded courage in travelling to Budmouth, her rages at brother Trombo and her silent jealousies are captured with a charm and assurance that blend fantasy with experience and create a living presence out of bygone country life. The honesty and endearing charm of this homespun tale are a constant delight.

Judy and Julia, on the other hand, seems to be based on the premise that you can do anything with fantasy, however wild, improbable or papier mâché. Employing the well worn "time leap" convention—this time from the present day to Roman Britain—it devotes a lot of space to detailing the differences between Roman life and our own. That may be fine for a history text book, but it makes a pretty boring story. The meat of the tale is conventional stuff. There are two short myths which shine like sunbeams in an otherwise grey and clumsily written scenario: And the fate of the heroines is unlikely to stir any reader who finds herself awake at the end.

Taxing matters

Howard Sergeant

Corporation Tax. By B. S. Topple.
Macdonald and Evans £1.85. 7121 0368 6.

Capital Gains Tax. By Vera Di Palma.
Macdonald and Evans £2.00. 7121 0363 5.

Intended primarily for students preparing for the examinations of professional accounting bodies, *Corporation Tax* should provide a useful source of information for anyone requiring an explanation of the basic principles of company taxation. This third edition incorporates the provisions of the Finance Act 1976. The text is lucid and the inclusion of practical examples will assist a ready appreciation of a subject notorious for its complexity.

Chapter one deals with the history of corporation tax and the principles involved. Chapter two is concerned with the actual computation of profits, involving Schedules D, B and A. Capital allowances are discussed in the following two chapters. Losses and the treatment of Income Tax and Advance Corporation Tax are covered in chapters five and six, and there is an enlightening section on close companies to complete the volume.

Although the capital gains tax was introduced to this country 12 years ago, there is still considerable confusion among practitioners as to the precise interpretation of the law, particularly in regard to the distinction between a "capital gain" and other forms of taxable receipts. When the law relating to income tax and corporation tax was consolidated in the Income and Corporation Tax Act, 1970, capital gains tax was excluded, so that there is a pressing need for clarification and consolidation of capital gains tax legislation.

Vera Di Palma, one of our most distinguished authorities on the subject, is a reliable guide picking her way through the complicated provisions with a confidence which is passed on to the reader. Her book is well written and fittingly supported by practical illustrations—for this third edition the text has been comprehensively revised to incorporate all the relevant provisions of the Finance Act 1976. To monitor the reader's understanding there is a progress test at the end of each chapter, and in the appendices a substantial list of questions taken from past examination papers, together with suggested solutions. Though designed for the use of students, this book will certainly be of value to many practitioners.

Accounting and Decision Making. By Peter Corbett.
Longman £2.75. 582 35542 7.

This book is one of a series of eight intended to meet the needs of students studying the A level business studies syllabus which was brought into the curriculum of schools and colleges in 1967, though each has been designed as a separate volume in its own right.

It is a curious volume; highly informative in some respects and quite misleading in others. We are told, for instance, in the introduction that "until recently accountants were more concerned with the requirements of shareholders and other external parties than with the internal needs of the firm." This is so sweeping a generalization as to be quite untrue, though it may be said about a few accountants in practice, I suppose. It depends on what the author means by "recently".

The book is divided into two parts, the first dealing with financial accounting, the second with management accounting. Since we are informed that today there is much greater emphasis on the internal needs of management, it is somewhat surprising that, while there are 14 chapters devoted to financial accounting, there is only one on management accounting.

When referring to the annual audit required by the Companies Acts, Mr Corbett states categorically that "All companies must now submit their affairs to this annual examination by an auditor who *must be a member of the Institute of Chartered Accountants*". Mr Corbett will find that this is not an accurate statement if he will refer to the Companies Acts he mentions. As he goes out of his way to make the controversial statement that the most suitable formal qualification for the financial accountant is membership of the Institute of Chartered Accountants, why does he not also mention membership of the Institute of Cost and Management Accountants as a suitable qualification for the management accountant? It is all very intriguing. On the other hand, the chapters on "Inflation and the Accounting Mode" and "Using Accounting Information" are particularly valuable.

Environment

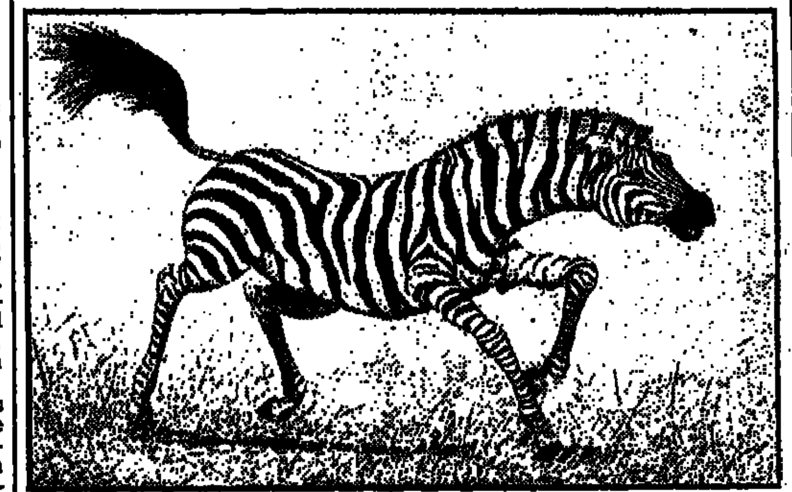
Britain's Environment: Conserve or Destroy? By R. A. Beddis.
Hodder and Stoughton 95p. 340 16134 5.

This first book in the series *Living in the Modern World* is, in a way, more suited to the general lay reader than to the school pupil. It provides an excellent introduction to the environment and to all the insidious threats facing it, but lacks the systematic approach which teachers would need.

There is a refreshing directness about the book as it covers all the now well-known scourges of pollution, derelict land, pressure on the soil, litter, rubbish, traffic problems along Westway (London), conflict in Snowdonia and pylons in the Pennines. Good use is made of contemporary references, and questions filter gently into the text from time to time. After a while, it becomes clear that many statistics refer to 1970 and this, together with the speed with which any environmental matter changes, gives the book a slight air of the past.

The study might have looked more at environmental good news; it should have examined urban conservation more and gone into natural conservation more fully. It could perhaps have also suggested more positively what the reader could do to improve the environment.

Bryan Waites



The African plains support a multitude of different animals, all fighting for survival. "Moshi the Jackal", by Tas Gibson (Rex Collings £2.95) follows the day to day struggle of one particular animal, and describes his encounters, which are often bloodthirsty, with lions, a python, rhinoceroses and other jackals. This is an adventure story which attempts to be accurate in its unsentimental evocation of life on the plains. The many animal drawings, often showing intensity and violence, are excellent.

Feline

The Cat. By Muriel Beadle.
Collins £4.95. 00 262109 6.

Muriel Beadle wrote this book to answer for herself and other cat owners the kind of questions that arose from the behaviour of her own cats. She drew material from the work of a host of experts including zoologists, geneticists, animal behaviourists and vets, to make a readable and informative book which is mercifully lacking in jargon. The book explains much of the habits of the species; but, as cats are so idiosyncratic she could never, as she admits, explain every oddity. Why cannot one of mine learn how to use the cat flap? And why are they both so dead against me reading? Even Mrs Beadle's excellent book has a muddy pawprint in it somewhere.

Diane Spencer

Life and living

Web of Life. Edited by Max Blythe
Longman £7.50. 582 32297 9.

Zoology. By M. Gordon.
Collier Macmillan. £9.50.

The Living Earth. By Uldis Roze.
Thomas Y. Crowell/Abelard Schumann. £14.00. 690 00856 2.

Described as "a teacher's handbook for those teaching biology to pupils in the 10-14 age range," the five authors of this study have considered well the problems which confront their colleagues. For the busy teacher, this is the complete book; what to do and how to set about doing it with lists of books which will give further information. Schemes of work for either a three year course or two much shorter courses are clearly laid out, the succeeding chapters setting out the method of approach in clear language supported by excellent diagrams. The setting up of experiments with the object in view and the making of simple apparatus is fully explained.

Much information is carried in some well-devised tabular statements, and the text gives a wealth of useful hints, varying from slowing down living microscopic freshwater life to sound advice on the approach to this age-group in teaching sexual reproduction in man.

The book can also be highly recommended to the lone amateur who seeks to "do some biology" but doesn't know how to start.

These two books, American in origin, will have to compete with equally good English texts which sell at less than half the price. This is a pity, because as Dr Roze says in his preface, "a text should be a pleasure to read, not a struggle."

In his general biology, *The Living Earth*, he has produced an authoritative book, much of which can be read almost like a novel. *Zoology* deals in more detail with biochemistry, cell structure and the genetic material and, as a consequence, some of the chapters are tougher going. But the discoveries of the last 25 years or so in those and other subjects, the influence of continental drift on zoogeography for example, must be included in modern textbooks. Both studies have been written in the light of experience, both are freely illustrated with many original drawings and each has a useful bibliography and a glossary.

R. C. Vernon

Poverty gap

Catherine Basham

Reshaping the International Order: A Report to the Club of Rome. Coordinated by Jan Tinbergen.
Hutchinson. £2.95 0 09 129051 1

Here is a brave and intelligent attempt, initiated by the Club of Rome, to answer the question "what new international order should be recommended to the World's statesmen and social groups so as to meet, to the extent practically and realistically possible, the urgent needs of today's population and the probable needs of future generations?". The attempt has been made by a group of 21 specialists from the West and the "developing" countries (the "First World" and the "Third World").

In case there is any doubt that there are urgent needs, the terrible facts are again laid out: nearly half of us live in squalor, hunger and hopelessness; half of us are illiterate; financial "aid" to the Third World somehow changes direction, so that the poor countries end up subsidizing the rich; pollution threatens to poison all life, anyway, and the arms race goes on. And all these conditions are worsening: the poverty gap between rich and poor countries is widening, the effects of pollution are growing; and armaments use more and more of the world's resources—partly because of the efforts of a huge and increasing proportion of our scientists and technologists.

The goals which this group of experts has set are daunting, not least because they call for collective action. They include a global compact on poverty designed to attack the problem in the poorest of the poor nations, fundamental reforms in the international monetary system and changes in consumption patterns to bring about more harmonious global growth, and a system of global planning and management of resources which would include some form of international taxation.

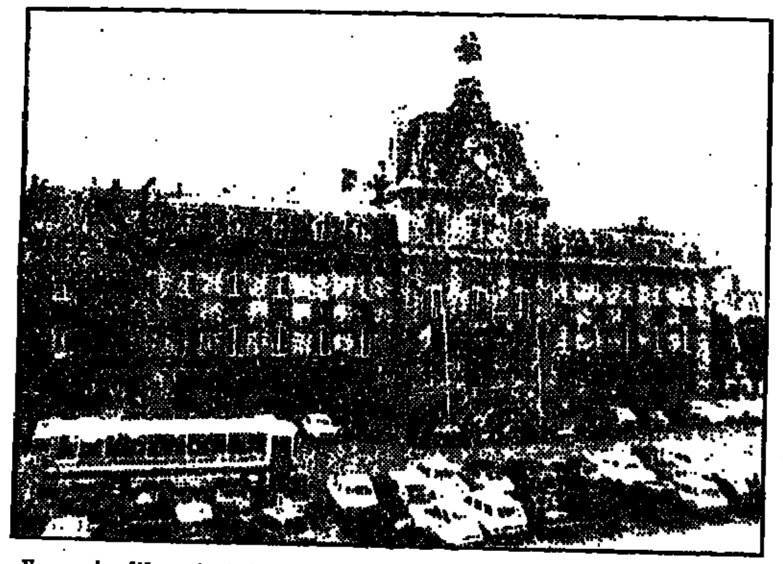
Whew! This calls for such a fundamental change in our attitude to other countries and races—for a sort of quantum jump in the level of our awareness of our fellow men—that one is tempted to hope that the experts are wrong, that it is not *all* up to us, and that God or something they have not thought of will come to our rescue. After all the "Second World", one-third of us, did not even feel able to join in this attempt to examine the problems.

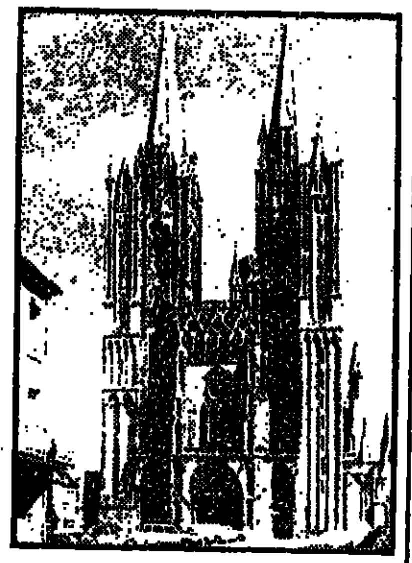
This report is, in fact, cautiously optimistic: the authors claim that attitudes, particularly those of the First World to the Third World, are changing. They point out that governments persistently underestimate their people, and they believe that if the concept of interdependence of countries and of issues were fully explained, people would be prepared to start changing their consumption patterns and their notions of "national sovereignty". This book should certainly help.

BRIAN HILL reviews new French materials which put the emphasis on spoken language

French from France

French from France
by Pamela Symonds
En France (Book 1). 25p.
Worksheets (32 of 24 ex) £5.00
En Normandie (Book 2). 35p.
Worksheets (32 of 38 ex) £7.75
A Coutances (Book 3) 50p.
Worksheets (32 of 52 ex) £10.75
6 filmstrips £15.00 plus VAT. 4 tapes £19.00 plus VAT. 7 posters £4.00. Teaching guide £2.00.
Longman, Harlow, Essex





From the filmstrip "A Coutances".

French from France is a five-part course, of which only the first three parts are now available. It is intended for middle and secondary school beginners who are not "academically inclined". It could also be used with "faux débutants" who need a more adult approach. The three parts do not correspond to three school years, there being enough material for about two years' work.

Each part comprises a pupils' book and a set of worksheets. There are six filmstrips, seven posters and four tapes to cover books 1, 2 and 3. Teachers' advice is contained in the teaching guide. The comprehensive aims of the course are:

To convey the French language in its own setting;

To provide for pupils of average or limited ability who can appreciate the chance to learn a foreign language when it can be seen to be of practical value;

To provide an adjustable framework for teaching children to understand spoken French, to express themselves intelligibly when speaking, to read for comprehension and to write some of the French they can understand and say.

The teaching guide gives suggestions on how to use the course and contains transcripts of the taped material. There is a vocabulary and grammar index to help teachers locate points they may wish to go over. A useful list of Saint's Days is included, and there is a prosaic collection of "Classroom commands and expressions" such as "Allons, réveillezvous, vous dormez". The notes to each section list the materials necessary for exploitation, the grammar content, key words and phrases and some background information.

Each pupil's booklet contains a number of units (mostly centred on the lives of a group of teenagers) comprising annotated pictures in black and white, followed by exercises aimed at comprehension, sentence building and correction. These are information and conversation texts but no formal grammar and no English is used in the pupils' books.

Book One, *En France*, is made up of four units containing geographical, historical and social elements with a visit to Paris and an introduction to Normandy. The present tense is used throughout; pronouns, time, dates, negatives and adjectives being introduced informally. It is up to the teacher to pick out grammar points and reinforce them if necessary.

En Normandie continues the preoccupatoin of course writers with this area of France. The booklet deals with crossing the channel, arriving in France and going to stay with a French family, with the bonus of a French girl's impressions of London.

The third booklet, *A Coutances* introduces the town, goes shopping, follows the postman on his round and gives information on post office activities. Prices of stamps and packages are given in charts on p42 —a dangerous device in these days of hyper-inflation.

The worksheets, tapes and posters illustrate and reinforce work done from the booklets, and a list of materials is available for each unit. The worksheets are intended to be disposable, but at between £5 and £10.75 a set of 32, teachers may think it wiser to get children to write their answers on paper.

Some of the exercises are found only on the worksheets, others feature in a slightly different form, often more difficult, in the booklet. English instructions are given and certain exercises are wholly in English. The presentation is appealing in black and white on double-sided thick paper.

The tapes are fast but clearly spoken and, with sufficient preparation, children should understand the presentation text. Following this are two series of rather mechanical questions. The first offers a choice of answers from the worksheet while the second asks the same questions, expecting the answer in the gap.

The filmstrips, six in all, are adaptable to different situations. They contain a number of sequences, some directly related to the teenage group featured in tape and booklet and some for general information. One salutary exercise would be for groups to make up dialogues or descriptions of the story depicted.

If carefully controlled and monitored, *French from France* could be very successful. Its approach is adult and unpatronizing with sufficient material to enable exploitation in a variety of circumstances. The balance between teaching and learning materials has been neatly struck.

On the record

Les Orléanais ont la Parole
Student's Book £1.25. By Patricia Biggs
Teaching guide and tapescript £1.50.
By Mary Dalwood
Tape £6.50 plus VAT
Longman, Harlow, Essex



Les Orléanais ont la Parole is the product of an investigation by a team of university and polytechnic teachers into the use of actuality recordings in motivating students to speak French. Their project, the "Socio-linguistic study of Orleans", was impressively financed by grants and aid from the DES, the Service Culturel of the French Embassy and other bodies in France.

The two main objectives were "to create a body of recordings of spoken French which would become source-material for linguistic and socio-linguistic research" and to provide teachers with source materials to use in the teaching of spoken French. It was decided to make "un portrait sonore d'une ville"—Orleans, a medium-sized town not overshadowed by Paris, with a cultural and industrial life of its own and with no pronounced regional accent.

The course is made up of a cloth-bound pupil's book, a teaching guide in the form of duplicated notes, and a twin-track tape. Although the teaching guide seems expensive it is essential, and contains an interesting and informative introduction. Twenty-five interviews have been selected for study. Some are within the scope of the O level student but most are accessible only at a higher level. The people selected for interview speak in a natural way about everyday topics of conversation.

The value of the interviews for linguistic study is obvious, but an additional factor is that the authors question the way in which teachers demand fluency. "Instead of trying to train our students away from hesitations, repetitions and deviations should we not be helping them to learn how to use them?"

There are detailed guidelines on how to link the recordings and exercises. The authors hope that teachers will be able to select texts suitable to their students with the help of "Remarques sur la langue".

Transcriptions and timings of the interviews are printed in the teaching guide with the help of a special script which is justified in the section "La transcription de la langue parlée". An effort has been made not to eradicate the natural hiccoughs of the language or to exclude the various "euh", "ban", "pff" expressions so important to the French language.

After each transcription there is some background information, and references to other sequences. There are vocabulary lists, grammatical comments and phonological explanations relevant to each interview, making the guide helpful and illuminating.

All twenty-five interviews are on one tape. They vary in length but most are between one and three minutes. They are completely spontaneous, with little interruption from the interviewer.

Since they are not studio-based there is a great deal of background noise and unnecessary microphone movement. Sound levels vary and some interviewers have clearer and less hesitant delivery than others. The veracity of presentation will doubtless alienate many, but with careful management and introduction students would come to appreciate the value of actuality recordings.

Twenty-four are straight interviews on one of three broad topics; the last one is a recital by four children of different ages of a story set for them at school. This provides an unusual set of difficulties, and it is interesting for students to note that French children can make mistakes too.

Eight interviews make up the first topic, "La ville et ses environs"; 11 interviews are based on "Le Travail" including the much analysed working mother; and the remainder on "Les Etudes". All the speakers are anonymous and the authors make a plea to assiduous students not to seek them out.

The students' book is well presented with enough black and white photographs and maps to brighten it. The interviews are not transcribed, but there is an introduction to each sequence giving a few details of the speaker and the topic. All the chapters are in French. English is reserved for the main introduction and final explanation.

When each interview has been studied and explained students go on to a series of questions, followed by a transcription section. These include traditional grammar, pronunciation, discussion, composition, reading and substitution exercises. They vary in difficulty and sometimes an easier alternative is given.

There is a danger that students will be overwhelmed, particularly by some of the more convoluted commands: "Cherchez dans les paroles du monsieur BA six ou sept expressions différentes où il fait appel à son interviewer, ou nous indique la présence de ce dernier (voir . . . note sur les locutions vides)." But with careful guidance most exercises will produce useful results.

If students will accept that French is not spoken purely in clinical conditions and if they are able to muster enough stamina to stay with the exercises, *Les Orléanais ont la Parole* will answer many silent prayers. It is adult and academic without losing sight of the fact that language is essentially communication between humans. At A level and above it will provide an excellent source of core material and practice.



Stygian smoke of the bottomless pit

King James I said in 1604 smoking "is a custome lothsome to the eye, hateful to the nose, harmful to the brain, dangerous to the lungs, and in the black and stinking fume thereof, nearest resembling the horrible stygian smoke of the pit that is bottomless".

ASH (Action on Smoking and Health) agrees, of course, and so apparently do the 18 per cent of teachers who have given up smoking during the past few years. 0[illegible] per cent of teachers are smokers now, Ash say, but perhaps the reason is financial.

Ash, with TACADE (The Teachers' Advisory Council on Alcohol and Drug Education) have produced a pack of facts sheets on smoking for use in schools. It is predictably full of terrifying statistics and hopefully very valuable.

Tacade-Ash Fact Sheets [illegible] *including postage from Tacade,* [illegible] *Mount Street, Manchester 2.*

On the farm

Bedford College of Higher Education has its own farm for the use of Bedfordshire colleges running courses on land use, agriculture, conservation and ecology. The farm is at Silsoe and courses are available on day release or for longer periods.

Facilities are also offered to schools and the college says time at the farm can be useful for children studying for GCE and CSE exams in geography, biology, ecology and environmental studies.

Information from Mr B. J. [illegible] Bedford College of Higher Education, Bedford College Farm, [illegible] End Road, Silsoe, Beds.

Boys' play

Simon Richey

[Sa]int Augustine's Boys' Club, Hammersmith. Eight o'clock at night. [St]and in entrance hall, waiting for [clu]b leader. Curious silence. Not [ev]en distant tap-tap of table tennis [ba]ll. Wonder why.

Turn over a few ideas in my [mi]nd: tell them they're contesting title of Mr Grot, 1977. Beauty [con]test turned on its head. Club [lea]der interrupts musings, extends [ha]nd, leads me to room off hall. [Op]ens door.

Thirty boys listening intently to [vis]iting speaker. Heart sinks. Competition. Speaker extols virtues of [Du]ke of Edinburgh Award Scheme. [Ca]ptive audience. Instantly resent [hi]m. Speaker finishes, boys clap, [clu]b leader swings arm in my direction. Introductions.

Asks boys, "All those who want [to] do drama, hands up". Look [aw]ay. Observe aircraft skimming [Ha]mmersmith flyover. Wish I was [on] it. Look back. Three hands [ra]ised. Club leader addresses figure [sl]umped in corner. "Joe, *you* like [dr]ama, don't you?" News to him.

End up with five boys in upstairs [ro]om. Average age 14. Billiards [ta]ble and stacked chairs at one end, [m]e and boys at other. Boys wary, [ha]nds in pockets, eyes averted.

Peel off my jacket. Roll up [sl]eeves. Always do this. A way [of] saying, "Right. We're off". [A]chieves nothing. Eyes still averted. Storm into middle of room, [as]k them to gather round. Dragging of feet, hanging of [he]ads. Say "OK. Let's start with a [ga]me. When I click my fingers [ev]eryone must . . ." Door bangs [op]en, three boys in leather jackets [in]vade room, talk feverishly with [th]ree of group. Disruption complete. Watch helplessly.

"Look . . ." I say. Makes no impact. Fevered conversation. Wait. Wonder how long it'll go on for. Leather jackets eventually leave. My lot in grip of what's been said. Try again.

"Listen, I'm going to ask you. . . ." One boy nudges another sharply. Victim exclaims, "Leave off, ratbag!" Rat-bag answers, "All right, Smeller!" Chaos restored.

First game a wash-out. Move on to second. Apprehensive. In desperation, grab boy by shoulder, propel him to chair in middle of room. Say, "Right. Whatever happens you're not to laugh." "Eh?" I persevere. "I'm going to do my best to make you laugh, and you've got to resist it. OK? If you laugh, you're out." Boy shrugs.

"To everything I say you've got to answer with the word 'slugs'. Understand?" Others stand around, perplexed. I begin. "What are those slimy things called you find in gardens?" "Slugs." "Of course. What are black and slimy and come out in the rain?" Group more interested. Start to listen. "Slugs." "Naturally." Pause. "What does your mum always give you for breakfast?"

Boy falls off chair, convulsed. A rush for hot seat. Game continues. Heave inward sigh of relief.

Ten minutes later. Everything a little looser, more cheerful. Say: "Right. Let's act then." Tell them I'm turning myself into teacher taking morning registration. Only 10 times nastier. "Impossible", says one. Tell them to knock on imaginary classroom door, one at a time, step into classroom, explain to Mr Dracula why they're 15 minutes late. We start.

First late-comer stuck for words. Keeps glancing round at mates. Perhaps he's never been late? Second late-comer obviously veteran. Runs off string of excuses, three parts heartrending, one part guileful. Reduce length of his detention. Third late-comer whispers in my ear. Gas leak has disposed of his entire family. "Had to stay behind, sir."

Fifteen minutes later. Boy appears in doorway. Fringe, long overcoat, three inch thick soles. Slinks to nearby chair. I ask if he'd like to join us. He shakes head, rests chin on knuckles, watches us. I return to group.

Remember musings in hall. Tell them about Mr Grot contest. Then remember Johnny Rotten. Change it to Mr Punk. Instant comprehension. "And I'm Michael Aspinel," I say. Nobody hears me. Everyone busy murdering hair styles, smearing spit on cheeks, contorting limbs.

First contestant on. I offer my hand, say, "Welcome to the programme." He spits on hand, aims palm at mine. I flinch, just in time. To every question he mutters "vomit". Boy with thick soles laughs quietly.

Ten minutes later. Club leader and assistant have joined us. Good. A mini-audience. Helpful that. Divide group into pairs. Fear one will be left out because unpopular. Doesn't happen.

Give each pair situation to act out. Some prefer to invent their own. Thick Soles latches himself onto a sketch about two goalies. He's awkward, but part of it. What did it cost him to do that?

First pair on. Too eager to perform. Play collapses. Pick up pieces with relish, retire for further rehearsal.

Second pair on. Doctor and patient. Very funny. They bring it to an end, which is rare. Group clap them. Club leader and assistant make suggestions for improvement. They listen, interested.

Twenty minutes later. Almost time to go. Request for "Slugs" game again. Glance at watch. Want to finish on a high, stop for fraction beyond moment of peak enjoyment. Bit sadistic, but might leave them eager for return visit.

Game commences. Get into heart of it, then stop. "Right. That's it. See you in a fortnight." Silence. Everyone exhausted. Boys pull on jackets, head for door. One or two call over shoulder, "See you". One remembers my Christian name. Always nice, that.

Step into night air. Flyover a black band across the sky, lights whizzing across it. See Duke of Edinburgh man climbing into his car. Wave.

Simon Richey is Arts Adviser, National Association of Boys' Clubs.





"Let's Make a Model Theatre", the latest project in the Copydex series. The worksheet contains instructions for making a simple theatre from a biscuit carton and also for making the scenery and characters. Teachers' notes are included. Six copies of the worksheet, together with one copy of the teachers' notes are available free from Copydex, 1 Torquay Street, London W2 5EL.

TALKBACK

Art for all?

J. Fretwell

I was intrigued by "Art Workshop" (Talkback, December 9). Although most people would not object to the idea of giving children the opportunity to use materials in congenial surroundings, I found some of the statements surprising, to say the least.

It would have been better had the authors explained a little of their philosophy towards children and art, so that teachers could relate the experience to the context of children and school.

The authors seem to regard art in school as an activity which is practised in order to develop artistic skills—art for arts' sake. I see the use of two and three dimensional materials as a most powerful tool in order for a human being to relate to emotions and experiences. For those who are particularly gifted with these materials so much the better, but "art is for those who can see, not those who can draw".

When art is seen in these terms, and schools develop the confidence of children by doing this, all normal children will show "a real interest in art".

What are "the normal time limitations for creative work for children"? Where are our "progressive" schools? Surely it is not new for children to continue on a piece of work while they and the teacher feel it is worthwhile? As for developing exploratory work beyond the usual teacher expectation—arrogance is hardly the word!

My staff see it as part of their job to create a classroom environment which is ordered yet exciting and stimulating. There is not a poster in school because we prefer to deal with real things. But there are displays, ranging from collections of bark to the Second World War gas masks, and of course children need to go out a great deal. Children's work should always be well mounted and displayed, for obvious reasons.

"We felt it essential to make the work areas visually exciting and to minimize any aura of school". As a piece of cynical humour that sentence will take some bearing, but if it reflects the attitudes and impressions of the authors, then it is not so funny.

When do children "play" at art? No wonder Rhodes Boyson and his colleagues find so much ammunition for their guns. But if the authors do find that commonplace, not only is it a pity, but it will lead them to believe that a five-hour session is an achievement.

Good maybe, but in my experience with five to 11-year-olds not uncommon, and by no means deserving of superlatives. After offering three days in visually exciting surroundings to highly selected, intrinsically motivated children, one ought to *expect* work of excellence to be produced.

The article describes children working in a way which several schools I know of would expect in their daily life from most pupils. I hope teachers would not regard art as a Friday afternoon pastime for most children, while the gifted can only be catered for by "highly qualified tutoring and, above all, careful selection".

J. Fretwell is head of Anston Greenlands JMI School, North Anston, near Sheffield.

Global issues

Dave Hicks

Last September DES Circular 9/76 urged careful consideration of the Unesco recommendation concerning education for international understanding, cooperation and peace, and education relating to human rights and fundamental freedoms.

The content and scope of the recommendation are of critical importance. United Nations conferences over the past five years—on world food, world population, the environment, law of the seabed, world employment, role of women, trade and aid, and human settlement —have emphasized the issues, which can no longer be considered optional extras in our curricula.

Since they already ensure that the future children will have to cope with will be very different from today, perhaps they should form a thread in any "core" curriculum. The United Kingdom will shortly have to report back to Unesco on the measures that have been taken to implement the recommendation. The role of teacher education is crucial in developing new curricula. A recent survey investigated what was happening in pre-service training.

Its aims were to establish the type and range of courses studying contemporary global issues available to student teachers; to examine the differing approaches of geography, history, environmental subjects, religious education, contemporary studies and education.

All teacher training institutions in England and Wales were approached, and just over half of the departments contacted replied, which, considering the turmoil colleges are in, was a reasonable response. It is possible that this was a fairly representative sample.

Nearly two-thirds of the respondents from colleges of education, polytechnics, and institutes of higher education said they were involved in teaching about global issues in some way. The likelihood of different subject areas teaching about this varied: contemporary studies, all courses; geography, 86 per cent of courses; environmental subjects, 74 per cent; religious education, 58 per cent; history, 54 per cent; and education, 28 per cent.

This was not, of course, the same as the actual contribution of each subject area since, of the 164 relevant courses, 27 per cent were geographical, 20 per cent historical, 17 per cent environmental, 13 per cent from religious education, 7 per cent from education, 6 per cent from contemporary studies, and 10 per cent from other areas.

Overall, the six most common themes to be studied were: world wealth/poverty and world population, 67 per cent of courses; world resources, 61 per cent; urban problems, 59 per cent; world food, 56 per cent; and environmental issues, 51 per cent.

The six least commonly studied themes were: alternative technology (34 per cent of courses), world health (32 per cent), alternative lifestyles (31 per cent), world employment (20 per cent), the role of women (15 per cent) and future studies (10 per cent).

More than threequarters of these respondents thought their courses would probably survive the present period of contraction. Subject approaches varied considerably in perspective. Geographers tended to focus on Third World dilemmas or particular world problems, while historians examined similar areas through the lens of contemporary history.

Environmentalists were often concerned with population, resource, and environment interrelationships, while religious education looked critically at the struggle for social justice in the world. Contemporary studies were often very successful in bringing a multidisciplinary approach to many sensitive areas, but education generally contributed little.

What part could such courses play in helping student teachers understand the complexities of global issues? More than half of the courses made little real effort to get to grips with the complexities. However, a third of them made an attempt to unravel the intricacies of world development, while the remaining courses (something like one in eight) were really innovatory, attempting to reflect critically on issues, and recognizing the need for fundamental social and political change in order to ensure a stable global future.

The initial need in teacher education would appear to be for those concerned about this field to link together in supportive networks, and to examine their priorities for internationalizing education.

Dave Hicks teaches in the politics department of Lancaster University.

Network

Those teaching science to children in "the middle years" might find a use for *Technology in the Primary School*, a booklet which prints in full the winning entry in the Association of Science Education Award Scheme. It is written by Peter Evans, head of Holsworthy Primary School in Devon, and is available price 75p (inc. postage) from the ASE Publications Department, College Lane, Hatfield, Herts.

● A competition for school children to design a scheme for improving the facilities in their neighbourhood is being run by the Nottingham Urban Education Project, with some sponsorship from local industry. In conjunction with a teacher, each group must mount an exhibition outlining problems and proposals. Prizes will be awarded both for resourcefulness and the quality of the illustrative material. Further details from Martin Sweet or Graham Russell at Trent Polytechnic, Town and Country Planning Department, Burton Street, Nottingham NG1 4BU, tel 0602 48248 Ext 2591.

● Alongside feature articles on assessment, the APU, the TV treatment of Education, and London's switch to a comprehensive system, the latest issue of *Teacher's Action* includes extracts from the deleted sections of a folder originally designed to be used as follow-up material to accompany *No Pasaran*, an anti-fascist play produced last year for schools by the Young People's Theatre Scheme at the Royal Court. The magazine is available from 2 Turquand Street, London SE17, tel 01-701 5104, price 45p (inc 15p postage).

● Last spring the Medway and Gillingham Arts Council held a Children's Festival, and followed this up with a Children's Book Week in the autumn. Reports of both these events are now available free from Norman Tomlinson, festival director, care of Central Library, High Street, Gillingham, tel Medway 51066/7.

● The latest publication from Centreprise is a collection of work by members of the Hackney Writers' Workshop, which is run under the auspices of the local WEA. It contains prose and poetry from workshop members, all local people ranging in age from 16 to 70. Copies of *Hackney Writers' Workshop 1*, price £1 (inc postage), are only available by post, from Centreprise, 136/138 Kingsland High Street, Hackney, London E8 2NS, tel 01-254 9632-5.

Deepak Kalha is a sixteen-year-old boy who goes to Lister Comprehensive, Newham. The Basement Writers, a community writing workshop in Stepney where people meet regularly to discuss and read their own writing, has now published a [..]page booklet of his poems, called *Tall Thoughts* (he happens to be small). Copies available price [..]p (inc postage) from Basement Writers, 59 Watney Street, London E1, as well as some bookshops.



The Network column appears on the first Friday of each month.

NAVAC courses

A new programme of short courses at the National Audio-Visual Aids Centre, intended for teachers as well as trainers from industry and the public services, has just been published. New ventures include a three-day course in tape/slide programme production for single projector systems with synchronized sound, and a five-day advanced course which covers multi-projection systems.

There is also a new three-day course in the techniques needed to handle single-camera and portable CCTV systems and a one-day seminar on Viewdata and Teletext, which will be held in February.

Details of all the courses from the Registrar, Training Department, [..] Belsize Road, London NW6 4BY.

Match and mismatch

Wynne Harlen, director of the Progress in Learning Science Project, describes the aims of the project and the materials which have resulted from it

The freedom which teachers have to devise or select children's learning activities, at least until external exam syllabuses begin to dictate, brings a heavy load of decision-making on their shoulders. Curriculum innovation in the past 10 years or so has provided much support in the form of general approaches to teaching and ideas for classroom activities, but no prescribed course to follow.

Teachers undoubtedly are in the best position to decide which activities and approaches are likely to interest and help a particular child. Such decisions, however, require a knowledge of the child, appreciation of the course of development of various skills and ideas, added to awareness of the kinds of experiences which foster this development.

The process is easier in some areas of the curriculum than others. One of the most difficult is science, where any activity is likely to call upon not one, but a number of skills, and make demands on a variety of concepts and attitudes.

It was certainly in science that the problem of choosing appropriate activities became evident and was the reason why the project "Progress in Learning Science" was set up in 1973 by the Schools Council. The work of the Nuffield Junior Science Project, the Schools Council Science 5/13 and other publications has amply supplied the demand for suggestions for children's investigations, experiments and explorations.

The problem which remains for teachers is how to select from this wealth of ideas what is best for John or Pamela at a particular time. By "best" I mean what would advance their ideas and help their development, not merely what interests them; for though this is an important consideration it is not the only one.

A major aim of the project has been, therefore, to provide help with the process of making decisions about activities and approaches. In line with the child-centred philosophies of early projects in science, it was firmly held that such decisions should be based on information about children's development in the various ideas and skills involved. The intention to match activities to children is central to the project—hence the title *Match and Mismatch* given to its publications.

> Matching is conceived as a dynamic process in which children's ideas are challenged and extended, not a static one in which they do only that in which they can succeed

Finding out about children's ideas and development of skills and attitudes is not only necessary for matching, but also enables teachers to keep track of children's progress. Unlike, say, maths or reading, it is not so easy to recognize the signs of progression in science—that is, if one is considering more than the mastery of content, but the development of a scientific approach to problems. So another of the projects' aims has been to enable teachers to gather information about children's progress in such a way as to reveal strengths and weaknesses and diagnose the reason for difficulties.

Matching is conceived as a dynamic process in which children's ideas are challenged and extended, not a static one in which they do only that in which they can succeed. An activity matches a child when it leads him or her from where they are to make a step towards more powerful ideas and more mature attitudes and skills. It means that children can grasp what an activity is all about with their present skills and ideas, but are challenged to extend and modify them.

The greatest difficulty in matching is knowing how much and how quickly children's ideas can be extended. If too large a step is expected, the experience may fall outside their reach, if too small, they may become bored. But the process is often more complex, for it depends on other factors besides intellectual difficulty.

> It was clear that the process of thinking out the goals, of observing their pupils and discussing their ideas, was at least as much value to teachers as the product from this work

For instance, the way a problem is presented, the kind of help given, who the child is working with, and many other circumstances may have an effect. The idea of matching has thus to be extended to all the factors which may influence learning, not only the selecion of activities.

Decisions for matching have to be made by the teacher; there can be no set of prescribed activities, no formulae to follow. Instead, the help that can be given is with the process: guidelines for finding out where the children are in their development, for considering the goals of their learning, and for activities and approaches likely to help progress at various points in their development, and in various circumstances.

The project worked with groups of teachers in discussing the goals of science activities at various stages, and in developing check-lists which enable teachers to make observations during their normal work to assess children's progress in relation to each goal.

We started by agreeing on an interpretation of science in the five to 13 age range as "a way of learning involving first-hand experience, enquiry, problem solving, the interpretation and communication of findings and the encouragement of attitudes which promote this way of working".

Several groups of teachers in infants, junior, middle and secondary schools independently discussed what this meant in terms of learning goals. From the consensus of views we agreed on two lists of 24 items each, one for "earlier" and one for "later" development. Some examples from the "earlier" list are curiosity, independence in thinking, problem solving, communicating verbally and non-verbally, concepts of cause and effect, time, length, area, life cycle.

The next step was to identify a sequence of development towards these goals, expressed in terms of observable behaviour. Working groups again helped, and empirical criteria used in assessing progress were considered, with ones derived from research on children's intellectual development. Eventually, after many drafts, trials and revisions, the check-lists take the form of statements describing behaviour at three progressive levels of development for each goal.

At the same time, we were also producing for each goal a "guide to diagnosis and development": a discussion of the meaning and importance of the attitude, skill or concept, a description of its development in young children, and some suggestions for activities or approaches which have been found beneficial for children at different points in development.

Activities are mentioned in broad terms only, the details of what to do, and how, being already available from other sources. The separate sections for the goals "earlier" development have been put together, and form one of the project's books for teachers, *Match and Mismatch: Finding Answers*.

Check-lists and guides do not in themselves go far in easing the problems of matching. It is necessary for these to be part of a wider discussion, which brings attention to the many factors which have to be considered, and provides a link between the theoretical arguments and the practicalities of classroom work.

We appreciated this from reactions to the check-lists; teachers in the groups producing the drafts found the products much more useful than others outside the working groups. It was clear that the process of thinking out the goals, of observing their pupils and discussing their ideas was at least as much value to teachers as the product from this work. This is the reason why one of the main products of the project is a series of topics for in-service study, *Match and Mismatch: Raising Questions*.

The products differ from those of previous projects in science in their purpose, their nature and the way in which they are used. Their purpose is not to describe classroom activities, but instead to enable teachers to use to full advantage the many ideas of this kind already available. They do not describe things to do on Monday morning, but may affect what is done in a less direct way.

Although both books for teachers can be picked up and read privately, teachers will certainly find greater value from *Raising Questions* if it is used in the context of an in-service course. This is because it consists of notes, case-studies and examples which, when discussed with others, give rise to much richer ideas than are provided in the book. Video-tapes, film-strips and tapes are used to present evidence for discussion, and these have been published at the same time as the books.

The discussion material is organized in three themes, reflecting the three main aspects of the matching process. Following an introductory section, the themes can be studied in any order, and the topics within them to the depth which suits the interests and concerns of a particular individual or group.

One theme is entitled "Making and Recording Observations about Children". The starting point here is the methods teachers already use for judging children's abilities, since such judgments are being made all the time, often unconsciously. There is discussion of the kind of information required to help learning in science, of ways in which progress towards various goals can be observed, and the check-lists are introduced to provide criteria of behaviour at different points in development.

An input on tape and filmstrip opens up the topic of what is meant by "observing", suggesting that it is far more than looking at children, but rather a strategy of teaching. Thus, using the check-list may mean greater changes than simply adopting a different tool for assessment.

Another theme is "Making Decisions about the Learning Environment". This is about responding to information about children's development when deciding about activities, organization, interventions, relationships—all parts of the learning environment which have to be considered when attempting to match. There is no attempt to give answers as to how activities should be organized or guided; instead, the material provides examples from which the pros and cons of different approaches can be drawn.

For instance, the organization of activities in different ways, along a continuum for teacher-directed activities to those developed from children's interests, is discussed in terms of the strengths and limitations of the various methods for achieving a range of goals.

The third theme is "Children's ... ment and Learning". The deve... attitudes and intellectual skills ... using many classroom examples ... and on video tape. The general ... ted to particular skills, concepts ... in *Finding Answers*) enables ... appreciate that all children's ide... gradually and leads to the theme ... ments for matching. This is followed ... cussion of practical approaches ... all of which are to some extent ... approximate.

From early trials of the first ... in-service material we found ... prepared leader is important for ... group discussions. Thus there is ... guide to accompany *Raising Quest...* includes notes for leaders as w... contents of the teachers' book.

Although the project has ... courses for teachers, the main ... seminating the project has been ... local leaders, who will then run ... teachers in their locality. These ... include advisers (science and ... teachers' centre leaders, advisory ... heads and teachers with special ... ties. School based groups have ... this kind of work, since the top... aspects of teaching strategy and ... vance to all teachers whether ... consider themselves to be teaching ...

> Those who benefit most f... project are the teachers ... prepared to be self-critic... see that examining their ... behaviour is central. Such teachers are by no ... in the minority

In many cases the head is the ... to lead a school-based group, ... this role by attending a course ... disseminator. The communicatio... tween project and teachers can ... quite long and the written materi... important part to play in sustain... effect on the message of being ... hand to hand is one of the aspects ... nation being studied by the project ... tor, John Elliott.

What teachers get from use of ... material depends, among other th... point they have already reached ... thinking about matching. The mos... immediate reaction is to welcome ... tunity for "starting me thinking" ... on present practice. There are ... welcome it for increasing their ... their pupils' development and the ... derived from having guidelines ... which activities to provide rath... following the order in a book.

Those who benefit most from ... are the teachers who are prepared ... critical and see that examining the... haviour is central. Such teachers ... no means in the minority. Indeed ... most consistent reactions to the ... feedback from group leaders ... the high level of the discussion ... willingness of teachers to spend ... ing children, which in the short ... consuming but in the long term ... teaching more effective.

Wynne Harlen is now senior ... Centre for Science Education, ... lege.

The materials produced by the "Prog... Learning Science" project are ... the Schools Council by Oliver ...

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Nursery Education

BRENT
(London Borough of)
OAKINGTON MANOR JUNIOR MIXED AND INFANTS SCHOOL,
Oakington Manor Drive, Wembley HA9 6NF.
(Roll 511)
Required for Summer term:
TEACHER with suitable experience to take charge of a pleasantly sited nursery unit in a well-integrated multi-ethnic school. Scale 1.
London allowance of £402 per annum is payable and there is a scheme for assistance with removal expenses, including legal fees etc., travelling and lodging allowances.
Candidates should apply by letter to the Head of school within seven days, giving age, present post, qualifications, experience and references, enclosing S.A.E. for reply.

NEWCASTLE upon Tyne
(City of)
EDUCATION COMMITTEE
Experienced NURSERY TEACHERS (Scale 2)
Required for Easter, 1978, or earlier if possible, suitably qualified and experienced NURSERY TEACHERS for appointment to Scale 2 posts to work in day nurseries maintained by the Social Services Department of this Authority.
Application forms, obtainable from the Director of Education, Civic Centre, Newcastle upon Tyne, NE1 8PU, to be returned by 20th January, 1978.

Primary Education

Headships

BEDFORDSHIRE
EDUCATION SERVICE
CRAWLEY GREEN INFANTS' SCHOOL
Beaconsfield Road, Luton, Beds
(Group 5)
From April 1978 (if possible): Applications are invited for the HEADSHIP of this Group 5 school which caters for children aged five to seven. Estimated roll April 1978: 323 pupils.
Application forms and further particulars obtainable from D. P. J. Browning, M.A., Chief Education Officer, County Hall, Bedford.
Closing date: 23rd January 1978.

BERKSHIRE
PARSONS DOWN COUNTY INFANT SCHOOL.
Paynesdown Road, Thatcham, Newbury RG13 4TD
Required in April, 1978, HEAD TEACHER (Group 3) for new infant school, roll 110, in existing open-plan accommodation (1972).
Lodging allowance and relocation expenses scheme in operation.
Closing date: January 25, 1978.
(Readvertisement.)

BOLTON
(Metropolitan Borough)
SPINDLE POINT COUNTY PRIMARY SCHOOL.
Kearsley
HEAD TEACHER (Group 5) required from May 1st, 1978, or April 3rd, 1978, if this can be arranged.
Application forms and further particulars are obtainable from Director of Education, P.O. Box 63, Paderborn House, Civic Centre, Bolton BL1 1JW, to whom completed forms should be returned not later than January 16th, 1978.

BROMLEY
(London Borough of)
RAGLAN JUNIOR SCHOOL.
Raglan Road, Bromley BR2 9NL
Roll 304
Head Teacher
Group 5
Applications are invited from suitably qualified and experienced teachers for the above post tenable in April, 1978.
Removal and other expenses payable in approved cases.
Application forms and further details obtainable from the Chief Education Officer, Sunnymead, Bromley Lane, Chislehurst, Kent BR7 6LH (s.a.e., please), to whom they should be returned by January 20, 1978.

CUMBRIA
EDUCATION COMMITTEE
CROSBY RAVENSWORTH C.E. (AIDED) SCHOOL.
HEAD TEACHER (Group 1) required for April, 1978.
Application forms (and additional information) available from and returnable to the Acting Assistant Director of Education by January 20, 1978.

DEVON
CHARLETON C. OF E. (C.) PRIMARY
West Charleton, Kingsbridge.
Applications are invited for the post of HEAD TEACHER at this Group 2 School.
Further details and application forms obtainable from Area Education Officer, Oldway, Paignton (s.a.e., foolscap). Closing date January 20, 1978.

DORSET
BOURTON C.E. (CONTROLLED) PRIMARY SCHOOL.
Near Gillingham
Group 2—Roll 70
HEADTEACHER required from April, 1978.
Assistance with removal and legal expenses.
For application form (to be returned by 23rd January) and further details send foolscap stamped addressed envelope to the Education Staffing Officer, County Hall, Dorchester, Dorset, DT1 1XJ.

HAVERING
(London Borough of)
EDUCATION DEPARTMENT
ST. URSULA'S R.C. JUNIOR SCHOOL.
(Roll 260)
Straight Road, Romford RM3 7JS
Required Summer Term 1978
HEAD TEACHER for this two form entry Group 5 R.C. Junior School. Applicants for this post should be practising Catholics.
There is a scheme for removal expenses.
Application forms (s.a.e., please) from Director of Educational Services, Mercury House, Mercury Gardens, Romford RM1 3DR, to be returned by Monday, January 16, 1978.

HERTFORDSHIRE
FIELD J.M. SCHOOL.
Watford Fields, Watford WD1 8A7
Applications are invited for the HEADSHIP (Group 5) from April, 1978, of this old established two-form entry Junior School and to participate in the planning of its redevelopment on its present site in Watford Fields.
Application forms and further details from the Divisional Education Officer, Little Cassiobury, Hempstead Road, Watford WD1 3EY.

HILLINGDON
(London Borough of)
HAREFIELD JUNIOR SCHOOL.
High Street, Harefield, Uxbridge Middlesex
Head Teacher: V. H. Johnson, B.A.
HEAD TEACHER (Group 5)
Applications are invited from suitably qualified and experienced junior school TEACHERS for the HEADSHIP of this Junior School, vacant from the beginning of the Summer Term, 1978, following the retirement of the present Head.
Application forms from the Director of Education, Civic Centre, Uxbridge, Middlesex (Telephone Uxbridge 50111 Ext. 3468/9) to whom they should be returned as soon as possible and not later than January 13, 1978.
London Allowance payable. 75 per cent removal expenses and some assistance with accommodation in appropriate cases.

HILLINGDON
(London Borough of)
new [illegible] PRIMARY SCHOOL
Carew Road, Northwood, Middx.
(Group 4)
Applications are invited from suitably experienced primary school TEACHERS for the HEADSHIP of this new 245 place J. and I. School with a 20 place nursery unit incorporated. The school is due to open in the Autumn Term 1978, and the position of Head Teacher will be effective from either April or September, depending at the then state of interview or the progress in building.
Application forms from the Director of Education, Civic Centre, Uxbridge, Middlesex (Telephone Uxbridge 50111, Ext. 3468/9) to whom they should be returned as soon as possible and not later than 27th January, 1978.
London Allowance payable.
Seventy-five per cent removal expenses and some assistance with accommodation in appropriate cases.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
Appointment of HEAD TEACHER for this new Group 4 School. Roll 210.
ASHFORD DIVISION
GODINTON COUNTY PRIMARY SCHOOL
Appointment to take effect from the Summer Term 1978.
Application forms and further particulars (s.a.e. please) from the Divisional Education Officer, Elwick Road, Ashford, to whom they should be returned by January 13.

LEICESTERSHIRE
LANGHAM CE (CONTROLLED) PRIMARY SCHOOL
Near Oakham
HEADSHIP
HEAD required April. Approximately 170 children. Group 4. Vacancy due to retirement of present Head. Details on request.
Apply (no forms) with full particulars and names and addresses of two referees to the Director of Education, County Hall, Glenfield, Leicester LE3 8RF, by January 24. (S.A.E.)

NEWHAM
(London Borough of)
WOODGRANGE INFANT SCHOOL,
Sebert Road, London E7 0NJ
Roll: 280 (plus 20 place nursery unit)
Required for April, 1978:
HEAD TEACHER (Group 5).
Burnham Scales, plus London Allowance £402.
Application forms may be obtained from the undersigned to whom they should be returned by 27th January 1978.
J. S. Wilkie, M.A., Ph.D., Director of Education, Education Offices, Broadway, Stratford, London E15 1BH

OXFORDSHIRE
COUNTY COUNCIL
ST. ANDREW'S C.E. (C)
PRIMARY SCHOOL.
Station Road, Chinnor, Oxford
Applications are invited for the HEADSHIP of this Group 6 School. The estimated roll in January, 1979, is 438 pupils.
Further details and application forms are obtainable from the Chief Education Officer, Macclesfield House, New Road, Oxford OX1 1NA, on receipt of a stamped addressed envelope.
Completed application forms should be returned within two weeks of the appearance of this advertisement. Previous applicants will remain under consideration and need not re-apply.

SUFFOLK
COUNTY COUNCIL
ALL SAINTS C. of E. (Aided) SCHOOL.
Laxfield
(Group 3: Age range five to 11 years)
HEADMASTER/HEADMISTRESS
Applications are invited from suitably qualified and experienced TEACHERS for the above post which will become vacant on 1st September 1978 on retirement of the present Head.
Application forms and further details are obtainable from the County Education Officer, Education Offices, Grimwade Street, Ipswich (stamped, addressed envelope, please) to be returned by 25th January 1977 (Ref NB.)

SUFFOLK
COUNTY COUNCIL
Applications are invited from suitably qualified and experienced TEACHERS for the following posts:
HEADMASTER/HEADMISTRESS
KELSALE C. of E. CONTROLLED PRIMARY SCHOOL
Group 2
Age range 5 to 9 years
HEADMASTER/HEADMISTRESS
ST. MARGARET'S INFANTS' SCHOOL
Lowestoft
Group 4
Age range 5 to 7 years
Application forms and further details obtainable from the County Education Officer, Education Office, Grimwade Street, Ipswich (stamped addressed envelope, please) to be returned by January 25th, 1978 (Reference NB).

WAKEFIELD (City of)
METROPOLITAN DISTRICT COUNCIL
HORBURY INFANTS' SCHOOL
Required Easter, 1978. HEAD TEACHER—Group 4.
Requests for application forms and further details (accompanied by a s.a.e.) should be addressed to the Education Department, 8 Bond Street, Wakefield, to be returned by 3rd February, 1978

WAKEFIELD (City of)
METROPOLITAN DISTRICT COUNCIL
OSSETT: DIMPLEWELL INFANTS' SCHOOL
Required September 1978: HEAD TEACHER (Group 3).
Requests for application forms and further details (accompanied by a S.A.E.) should be addressed to the Education Department, 8 Bond Street, Wakefield, to be returned by 3rd February 1978.

WARWICKSHIRE
APPOINTMENT OF HEAD
BUTLERS MARSTON C.E. (CONTROLLED) JUNIOR AND INFANT SCHOOL.
Butlers Marston, Warwick, CV35 0NN
Applications are invited from suitably qualified and experienced TEACHERS for the post of HEAD of this Group 1 school (45 on roll) with effect from September, 1978.
Application form and further details may be obtained from the County Education Officer, 22 Northgate Street, Warwick CV34 4SR, to whom completed forms should be returned by 20th January 1978.

WARWICKSHIRE
OUR LADY'S R.C. JUNIOR AND INFANT SCHOOL
Alcester
APPOINTMENT OF HEAD
Applications are invited from suitably qualified and experienced TEACHERS for the post of HEAD of this Group 2 school, which has 70 pupils on roll. The appointment will take effect from 1st September, 1978.
An application form and further details can be obtained from the Rev. J. J. Richardson, O.S.B., The Presbytery, Priory Road, Alcester, Warwickshire, to whom completed forms should be returned by 24th January, 1978.

WEST SUSSEX
SOUTHERN AREA
GORING C.E. (AIDED) FIRST SCHOOL
Mulberry Lane, Worthing
HEAD TEACHER required September for this Group 4 First School. Communicant member of Church of England preferred. Approximately 300 on roll.
Form and details from Area Education Office, 10 Mill Road, Worthing (on receipt of foolscap S.A.E.) returnable to the Correspondent, Mr. E. J. Jordan, 77 Lansdowne Road, Worthing.

WILTSHIRE
WILTON C.E. CONTROLLED FIRST SCHOOL
Burcombe Lane, Wilton, Salisbury
(Number on roll 224; Group 4)
HEAD TEACHER required for September, 1978.
Application form and further details (S.A.E., please) from Chief Education Officer, County Hall, Bythesea Road, Trowbridge, Wilts. Closing date January 27, 1978.

ilea
Inner London Education Authority
For teaching posts in Inner London
See pages 40-41



Classified Advertisements

The charge for advertising in all classifications is 76p per line (minimum 3 lines).
Display in classified advertisements £4.35 per single column cm (minimum space 9.5 cm double column at £82.65).

A charge of £1 is made for Box Number facilities.

Advertisements published in the Scottish edition only will be subject to a 25 per cent discount on the above rates.

Advertisements received by Monday will be published in the following Friday's issue subject to availability of space.

Copy should be sent to :—
The Advertisement Manager,
The Times Educational Supplement,
New Printing House Square, Gray's Inn Road,
London WC1X 8EZ,
by Monday for the following Friday's issue.

NURSERY SCHOOLS/UNITS

Towards the end of February, 1978, the Committee hope to be in a position to staff a number of Nursery Units already built or in process of being built, in this Authority, the appointments to take effect from Easter, 1978.
To this end, applications are invited from suitably qualified teachers for appointment to these posts, which will be on Scale 1 of the Burnham Report. Candidates with appropriate training or experience, who are interested, should write for application forms (enclosing a stamped addressed envelope) to:—The Chief Education Officer, Staffing Branch (Room B18), Education Office, Margaret Street (Chamberlain Square extension), Birmingham B3 3BU,
and return completed forms to the same address as soon as possible.
There is a scheme for removal expenses.

BIRMINGHAM CITY COUNCIL

BEXLEY LONDON BOROUGH
Parkway Primary School, Thamesmead

HEAD TEACHER
Group 7—Roll 560

Applications are invited from suitably experienced teachers for the post of HEAD TEACHER. Appointment to commence Summer Term, 1978.

Application forms and further details available from, and returnable to, Chief Education Officer for Schools (T.5), Town Hall, Crayford, Kent, by 23rd January. A s.a.e. (foolscap) should be sent with the request for an application form. If acknowledgment is required, a further s.a.e. should be enclosed. No further communication will be made unless applicants are called for interview.

HAMPSHIRE

MOUNT PLEASANT FIRST SCHOOL
GROUP 5

Applications are invited for the
Headship
of this Social Priority School which serves various ethnic minority groups from April, 1978.

S.A.E. for details and application forms to: The Area Education Officer (SW1), Arundel Towers North, Portland Terrace, Southampton SO9 4XE.

Closing date: 23rd January, 1978.

The Birmingham Experiment in Community Education
Appointment of
Assistant Co-ordinator

Applicants are invited for the post of Assistant Co-ordinator of the Birmingham Experiment in Community Education (supported by the Bernard Van Leer Foundation), which is to be filled as soon as possible. This new post, created to coincide with the enlarged second three-year phase of the Experiment, offers an exciting opportunity to a person who is committed to the proposition that the Primary School can function as a resource centre for the whole community and that it should actively assist in the Educational and Social development of a neighbourhood.
The Assistant Co-ordinator should have considerable work experience among ethnic minorities in two or more of the following areas—
1. Home/School links
2. Pre-School education
3. Provision for non-English speaking families
4. Social Services
5. Informal adult education

Salary—Burnham Scale 4—£4,857-£6,021.
Application forms and further particulars from the Chief Education Officer, Staffing Branch, Margaret Street, Birmingham B3 3BU, to be returned by 30th January, 1978.

BIRMINGHAM CITY COUNCIL

County of Cleveland

PRIMARY SCHOOLS
DEPUTY HEAD TEACHER (GROUP 5)
COATHAM C.E. PRIMARY SCHOOL
Coatham Road, Redcar, Cleveland TS10 1QY
Applications are invited from suitably qualified and experienced teachers for the above post which will take effect from Easter, 1978, or earlier if possible. Candidates should be able to contribute widely to curriculum development.
Forms of application obtainable from and returnable to the County Education Officer, Education Offices, Woodlands Road, Middlesbrough, Cleveland TS1 3BN, not later than 20th January, 1978.

SCALE 2 POST
NEW MARSKE INFANT SCHOOL
Mooriown Road, New Marske, Redcar, Cleveland
Required from Easter, 1978, a suitably qualified and experienced teacher for a post with responsibilities which will include the coordination of language work throughout the school.
Financial assistance with household removal expenses is available in approved cases.
Application may be made by letter or on application forms obtainable from the Head Teacher at the address shown above. Applications by letter should include detailed information regarding education, training, qualifications and experience, together with the names and addresses of three referees.
Letters of application and completed application forms should be submitted direct to the Head Teacher within 14 days of the appearance of this advertisement, unless otherwise stated.

Deputy Headships Senior Masters/ Mistresses

BERKSHIRE
DUNSTON PARK COUNTY INFANT SCHOOL
Park Lane, Thatcham, Newbury RG13 3BU
Required April, 1978, DEPUTY HEAD (Group 4, roll 184).
Lodging allowance and removal expenses schemes in operation.
Further details and application forms from the District Education Officer, 118 Newtown Road, Newbury RG14 7HX. Closing date: January 31, 1978.

BRENT
(London Borough of)
PRESTON PARK JUNIOR MIXED AND INFANTS' SCHOOL
College Road, Wembley HA9 8RJ (Roll 510)
Required from summer term or earlier if possible:
DEPUTY HEAD (Group 7) for this newly reorganized school. Junior experience essential.
Application forms (S.A.E.) obtainable from Director of Education, P.O. Box 1, Chesterfield House, 9 Park Lane, Wembley HA9 7RW, returnable to the Head of the school within 10 days.
London allowance of £403 per annum is payable and there is a scheme for assistance with removal expenses, including legal fees, etc., travelling and lodging allowances.

BROMLEY
(London Borough of)
PRATTS BOTTOM PRIMARY SCHOOL
Hookwood Road, Pratts Bottom, Orpington, Kent BR6 7NX (Roll 73)
DEPUTY HEAD TEACHER (Group 2)
Applications are invited from suitably qualified and experienced teachers for the above post, tenable in April, 1978.
Removal and other expenses payable in approved cases.
Application forms obtainable from the Chief Education Officer, Sunnyfield, Bromley Lane, Chislehurst, Kent, BR7 6LH (S.A.E. please) to whom they should be returned by 17th January.

DEVON
SIDMOUTH, ALL SAINTS C. OF E. (CONTROLLED) INFANTS' SCHOOL (Roll, 150)
Applications are invited from suitably qualified persons for the post of DEPUTY HEAD TEACHER, Group 3 (£3,330 to £4,773) with interest in art and modern approach to mathematics.
The successful applicant will be expected to take up the appointment in April, 1978.
Application forms and further particulars (S.A.E., please) from Headmistress, All Saints Infants' School, Vicarage Road, Sidmouth, returnable by January 24, 1978.

ENFIELD
(London Borough of)
EDUCATION COMMITTEE
ELDON JUNIOR SCHOOL
Eldon Road, London N9 8LG (Roll 520)
Required for Easter, 1978, Second MASTER/MISTRESS (Group 7, £5,739 to £6,363 inclusive). Vacancy due to promotion. An experienced teacher is sought to help coordinate and support the work of a large staff.
London Allowance payable £207 per annum. Consideration given to assistance with removal and relocation costs, temporary housing and two homes allowance.
Application forms (stamped addressed envelope) obtainable from the Director of Education, P.O. Box 56, Civic Centre, Silver Street, Enfield EN1 3XQ, to whom they should be returned as soon as possible.

HAMPSHIRE
HOLY FAMILY R.C. PRIMARY SCHOOL
Mansel Road West, Southampton SO1 9LP
Required for April, 1978, DEPUTY HEAD, Group 5.
Applicants should be Roman Catholics.
S.A.E. to Head for further details.

HERTFORDSHIRE
COUNTY COUNCIL
EAST HERTS DIVISION
ST. MICHAEL'S J.M.I. SCHOOL
Apton Road, Bishop's Stortford
Applications are invited for the DEPUTY HEADSHIP of this Group 4 C. of E. aided school, vacant from September, 1978. (£160 London Fringe allowance payable.)
Application forms and further details obtainable from Divisional Education Officer, Scott House, Hagsdell Road, Hertford (Tel. Hertford 54242, ext. 5650).

HILLINGDON
(London Borough of)
DEANESFIELD INFANT SCHOOL
Queen's Walk, Ruislip HA4 0LR
Head Teacher, Miss C. F. Wearing
DEPUTY HEAD TEACHER (Group 4)
Required from the Summer Term 1978.
Applications invited from suitably qualified and experienced Infant School Teachers.
Application forms from the Director of Education, Civic Centre, Uxbridge, Middlesex (telephone Uxbridge 50111, Ext. 3468/9) to whom they should be returned as soon as possible and not later than 27th January, 1978.
London Allowance Payable.
Seventy-five per cent removal expenses and some assistance with accommodation in appropriate cases.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
GRAVESHAM DIVISION
WHITEHILL JUNIOR SCHOOL
Sun Lane, Gravesend (Roll 384; Burnham Group 7)
SECOND MASTER/MISTRESS required for summer term, 1978. To be responsible for lower school management and curriculum development, which includes a recent transition to Fletcher Mathematics and a long association with the Kent Mathematics Project.

NORTH YORKSHIRE
COUNTY COUNCIL
KNARESBOROUGH MEADOWSIDE COUNTY SCHOOL
Required for April, 1978, DEPUTY HEAD TEACHER for this Group 4 school.
Application form (S.A.E. please) obtainable from Area Education Office, 50 Grove Road, Harrogate, HG1 5ER to whom completed forms should be returned within 14 days of this advertisement.

OXFORDSHIRE
COUNTY COUNCIL
ST. MARY'S C.E. JUNIOR SCHOOL
The Green, Chipping Norton, Oxon (Roll 248; Group 4)
DEPUTY HEAD TEACHER required from commencement of summer term. Applications are invited from suitably qualified and experienced teachers.
Further details and application forms available on receipt of S.A.E. from the Headmaster, to whom applications should be returned by February 3, 1978.

CITY OF SALFORD
EDUCATION DEPARTMENT
HALTON BANK PRIMARY SCHOOL
DEPUTY HEAD TEACHER
Group 6 school plus S.P.A.
Required from May 1, 1978 or earlier if possible
Application forms and further details available from The Chief Education Officer, Education Office, Chapel Street, Salford M3 5LT, to whom completed forms should be returned by February 7th, 1978.

SUFFOLK
COUNTY COUNCIL
STOWUPLAND COUNTY PRIMARY SCHOOL
near Stowmarket
Group 4, 5-9 years, 169 on roll.
Applications are invited from experienced TEACHERS for the post of DEPUTY HEAD to take a class of 8-9 year old children. Interest and experience in Physical Education, Games and Pottery an advantage.
Closing date for applications January 27 1978.
Further details and application forms obtainable (stamped addressed envelope, please) from the Headmaster.

WEST SUSSEX
MID-SUSSEX AREA
HILLINGSHURST COUNTY INFANTS' SCHOOL
Upper Station Road
Billingshurst
Required Easter 1978 DEPUTY HEAD TEACHER at this Group 4 semi Open Plan Infant School. Top Infant class initially. An enthusiasm for art and display essential. Music desirable.
Form and details from Head Teacher on receipt of S.A.E.

WEST SUSSEX
NORTH EASTERN AREA
BLACKWELL INFANT SCHOOL
Blackwell Farm Road, East Grinstead, Sussex
DEPUTY HEAD for Easter, 1978. Group 4.
Form and details from Area Education Officer, Goffs Park House, Horsham Road, Crawley, on receipt of S.A.E.

WEST SUSSEX
NORTH EASTERN AREA
POUND HILL FIRST SCHOOL
Crawley Lane, Pound Hill, Crawley
DEPUTY HEAD required for Easter or earlier if possible. Group 5.
Favourable housing scheme for teachers in Crawley New Town. London Fringe Area Allowance.
Particulars and form from Education Officer, Goffs Park House, Crawley, on receipt of S.A.E.

WEST SUSSEX
SOUTHERN AREA
WICKBOURNE C. INFANTS' SCHOOL
Whitelea Road, Littlehampton
Required April, DEPUTY HEAD (Group 4) experienced, enthusiastic TEACHER, willing to be actively involved in all aspects of school, including general pastoral care and some administration. Please state special interests.
Form and details from Area Education Office, 18 Mill Road, Worthing (on receipt of foolscap S.A.E.) returnable to Headmistress at the school.

Heads of Department

WILTSHIRE
DOWNTON C.E. CONTROLLED PRIMARY SCHOOL
Gravel Close, Downton, Salisbury
(Group 5; number on roll 370 plus)
For April, 1978, applications are invited from suitably qualified and experienced TEACHERS for the post of HEAD of Infants (Scale 3).
Foolscap S.A.E. for application forms and school information from Head Teacher, to be returned by January 20, 1978.

Other Posts on Scale 2 and above

AVON COUNTY
CORPUS CHRISTI R.C. (V.A.) J.M. & I. SCHOOL
Ellenborough Park South, Weston-super-Mare, BS23 1XW
Required as soon as possible: TEACHER for juniors with ability to take Boys' Games. Catholic preferred. Scale 2 post for suitable candidate.
Application by letter to the Head immediately with full details of qualifications, experience and names of two referees.

CITY OF BIRMINGHAM
EDUCATION DEPARTMENT
COUNTY PRIMARY SCHOOLS
Scale 2 Posts and Above
Please write for application forms to the Chief Education Officer (Staffing Branch), Margaret Street, Birmingham B3 3BU, enclosing S.A.E. and return your applications to the Head Teacher.

SPRINGFIELD MIDDLE SCHOOL
Langley Hall Drive
Sutton Coldfield
West Midlands
Required, April, 1978: Scale 2 HEAD OF MUSIC. Experienced class teacher able to teach 10-11-year-olds and to organise music throughout the school.
There is a scheme for assistance with removal expenses.

BRADFORD (City of)
METROPOLITAN COUNCIL
DIRECTORATE OF EDUCATIONAL SERVICES
EASTWOOD INFANT SCHOOL
Applications are invited from suitably qualified or experienced TEACHERS for the post of LIAISON TEACHER at the above school. Salary: Scale 2.
Application forms may be obtained from the Staffing and Training Unit, Directorate of Educational Services, 4th Floor, Provincial House, Tyrrel Street, Bradford BD1 1NP, West Yorkshire, to whom they should be returned by January 20, 1978.
Ref.: E/02377/TES.

CAMBRIDGESHIRE
HUNTINGDON AREA
SAWTRY COUNTY INFANTS SCHOOL
Middlefield Road, Sawtry, Huntingdon
Required from Easter 1978, Infant TEACHER, Scale 2, with a particular interest in class drama, to take special responsibility for reading schemes in this open plan school. Team Teaching situation.
Application forms and further details available from the Head of the school (S.A.E. please).

CROYDON
(London Borough of)
PURLEY OAKS JUNIOR
Bynes Road, South Croydon, Surrey CR2 0PR
01-680 4268
Tenable Summer Term 1978
An enthusiastic class TEACHER to be responsible for the development of MATHEMATICS and SCIENCE throughout the school. Applicants should be capable of working on integrated curriculum in a mixed-ability setting and should be prepared to assist with out-of-school activities.
Closing date 27th January, 1978.
Salary, Burnham Scale 2 for suitable candidate, with London Area Allowance.
Reasonable removal expenses will be reimbursed (details on request).
Please send S.A.E. for application form from and returnable to the Head Teacher at the above address as soon as possible.

DEVON
EXMOUTH BRIXINGTON COUNTY JUNIOR SCHOOL
(Roll 370)
Applications are invited from suitably qualified persons for the post of ASSISTANT TEACHER to teach Middle Juniors (eight to nine year olds) and Music throughout the school. Open plan school. Previous applicants will be reconsidered.
Scale 2 post.
The successful applicant will be expected to take up the appointment in April 1978.
Application forms (S.A.E. please) from Headmaster, Brixington County Junior School, Brixington Lane, Exmouth, returnable by 20th January, 1978.

DEVON
HIGHWEEK COUNTY PRIMARY
Coronation Road, Newton Abbot
Suitably qualified and experienced TEACHER, Scale 2, required April, 1978, to be responsible for PHYSICAL EDUCATION and GAMES at this Group 5 School.
Application forms and further details available from Head Teacher on receipt of foolscap S.A.E. Closing date, 20th January.

DEVON
TORQUAY, WATCOMBE COUNTY PRIMARY
Moor Lane
Experienced TEACHER, Scale 2, required April, 1978, for third/fourth year junior mixed class, with additional responsibility for Music and English.
Application forms (S.A.E. foolscap), from Headmaster, returnable by January 20, 1978.

DORSET
HEATHLANDS FIRST SCHOOL
Mount Road, Bournemouth
Number on Roll, 440
HEAD of Upper School with responsibility for MUSIC throughout the school. Scale 3. Applications are invited from enthusiastic well qualified experienced teachers for the above senior post at this Social Priority School from April, 1978. The person appointed will work mainly with the older children but should be prepared to teach any age group.
Applicants will be required to develop the music curriculum in the school and a competent pianist is essential. Assistance with removal expenses.
Forms of application and further particulars may be obtained (on receipt of s.a.e.) from the Headmistress, to be returned not later than Friday, January 27, 1978.

ESSEX
BASILDON AND BRENTWOOD
Co-ordinating TEACHER for FRENCH in primary schools based at BEAUCHAMP'S SCHOOL, Beauchamps Drive, Wickford (Scale 2 or 3, dependent upon qualifications and experience). Required for Easter, September, 1978.
The teacher will be responsible for:—
(1) In-Service training of teachers from the six contributory primary schools, using the language laboratory.
(2) Assisting in the teaching of French in the primary schools and the two Wickford Comprehensive Schools (Beauchamps and Bromfords).
(3) Liaison with the comprehensive school staffs and with the County Inspector.
Application form may be obtained from: The Area Education Officer, Basildon and Brentwood Area, The Bryn, Church Road, Basildon, Essex. (Please enclose foolscap S.A.E.)

ESSEX
MILDMAY COUNTY JUNIOR
(Roll 510)
Robin Way, Chelmsford
Telephone: Chelmsford 50019
Scale 2
Required for April 1978, enthusiastic TEACHER to develop environmental resources throughout the school and to assist with football.
Application forms and further particulars may be obtained from the Head of the school to whom completed application forms should be returned (foolscap S.A.E. please).

HAMPSHIRE
TANNERS BROOK FIRST
Elmes Drive, Southampton
Required for April, 1978, Scale 2, MUSIC or ART/DISPLAY.
Apply by letter with s.a.e. to Head by January 13.

HAMPSHIRE
WILDGROUND COUNTY SCHOOL
Croly Road, Dibden Purlieu, Scale 2, for January 1978. CONSULTANT for Children with Learning or Language Development.
Application and closing with s.a.e. to Head.

HILLINGDON
(London Borough of)
GRANGE PARK JUNIOR SCHOOL
Lansbury Drive, Hayes
Head Teacher, Mr. C. R. ... L.C.P.
Required from Monday, 1978 (after half-term), to enthusiastic Junior school, Scale 2 post for candidate to take responsibility for MUSICAL EDUCATION/DANCE.
London allowance payable.
Application forms from Director of Education, Civic Centre, Uxbridge, Middlesex (Uxbridge 50111, ext. 3468) to whom they should be returned as soon as possible.

HILLINGDON
(London Borough of)
HILLSIDE JUNIOR SCHOOL
Northwood Way, Northwood HA6 1RX
Head Teacher, A. P. Bass
Required for the beginning of summer term, 1978, TEACHER of upper juniors with a particular interest in GAMES.
Possibility of Scale 2 for applicant with suitable qualifications.
London allowance payable.
Application forms from Director of Education, Civic Centre, Uxbridge, Middlesex (Uxbridge 50111, ext. 3468) to whom they should be returned as soon as possible.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
Applications are invited from qualified TEACHERS for the following posts. In addition to any qualifications mentioned applicants will be required to teach general Subjects. Unless otherwise stated schools admit the full age range of Junior and Infant children.
Applications should be submitted on Form T1 to the Head Teacher at the address shown, unless otherwise stated.

CANTERBURY DIVISION
BLEAN C.P. SCHOOL
ASSISTANT TEACHER required from April, 1978, at this Group 4 Junior mixed and Infants' School for Scale 3 post. Applicants should have a particular interest in working with older Juniors.
Apply, giving full particulars, naming two referees, to the Head Teacher at Blean C.P. School, Whitstable Road, Blean, Canterbury (S.A.E.). Closing date 20th January, 1978.

LEICESTERSHIRE
HAZEL JUNIOR SCHOOL
Hazel Street, Leicester
Scale 2 plus S.P.S. allowance
Required April, enthusiastic TEACHER. Sound strengths in any field considered. Music experience an advantage.

NEW PARKS HOUSE INFANT SCHOOL
Pindar Road, Leicester
Scale 2
Required April for MATHS and SCIENCE.
Further details from the Head. Apply immediately (no forms) with full particulars and the names and addresses of two referees (S.A.E.).

LONDON
INNER LONDON EDUCATION AUTHORITY
CHRIST THE KING R.C. PRIMARY SCHOOL
56 Tollington Park, N4 3QW
Part-time TEACHER required as soon as possible. Music would be an advantage.
Correspondence, stating interests and qualifications, to the Headmistress.

NEWHAM
(London Borough of)
HALLSVILLE INFANT SCHOOL
Hallsville Road, London E16 1LN (Roll 220 plus 30-place nursery unit)
Required for April, 1978: TEACHER to be responsible for developing MATHEMATICS throughout the school and liaison with the junior school. A knowledge of "Fletcher" mathematics would be an advantage. Scale 2.
Burnham Scales plus London allowance £403, plus Social Priority Allowance £201 or £276.
Application forms may be obtained from the undersigned, to whom they should be returned by January 27, 1978.
J. S. Wilkie, M.A., Ph.D., Director of Education, Education Offices, Broadway, Stratford, London E15 4BH.

Metropolitan Borough of Rochdale
EDUCATION DEPARTMENT
Sparrow Hill County Primary and Nursery Class (3-10)
Required for 1st May, 1978:
Head Teacher
Group 6
Applications are invited from suitably qualified and experienced teachers for the Headship of the above school which currently has 360 pupils on roll between the ages of 3 and 10 years. The Nursery class has accommodation for 30 places. About 90% of pupils are immigrants of Asian origin or first generation descendants of such. The successful applicant will therefore have knowledge and experience of the teaching of English to primary age pupils as a second language.
Application forms and further details (please enclose a stamped self addressed foolscap envelope) are available from the Chief Education Officer, Education Department, Municipal Offices, Middleton, Manchester M24 4EA, to whom they should be returned on completion.
Closing date: Thursday, 26th January, 1978.

PRIMARY
Scale 2 Posts
continued

NEWHAM
(London Borough of)
ST. LUKE'S C. OF E. JUNIOR MIXED AND INFANT SCHOOL
Hilsone Road, London E16 1JH (Roll 290 plus 50-place nursery unit)
Required for April, 1978:
TEACHER for lower junior with special responsibility for SCIENCE or MUSIC. Scale 2 post for suitably qualified and experienced teacher.
Burnham Scales plus London allowance £403, plus Social Priority Allowance £201 or £276.
Application forms may be obtained from the undersigned, to whom they should be returned by January 27, 1978.
J. S. Wilkie, M.A., Ph.D., Director of Education, Education Offices, Broadway, Stratford E15 4BH.

NEWHAM
(London Borough of)
SANDRINGHAM JUNIOR SCHOOL
Sandringham Road, London E7 8ED (Roll 340)
Required for April, 1978, or earlier if possible:
TEACHER with responsibility for MATHEMATICS. Scale 2.
Burnham Scales plus London allowance £403, plus Social Priority Allowance £201 or £276.
Further details and application forms may be obtained from the undersigned and should be returned by January 27, 1978. Applicants are welcome to visit the school, please telephone the Head Teacher 01-472 0672.
J. S. Wilkie, M.A., Ph.D., Director of Education, Education Offices, Broadway, Stratford, London E15 4BH.

OLDHAM
(Metropolitan Borough of)
EDUCATION COMMITTEE
SPECIAL CLASS ATTACHED TO PRIMARY SCHOOL
Required as soon as possible, Scale 2, experienced TEACHER to set up a small class for children having a variety of communication disorders not limited to speech defects. Sound knowledge of normal child development essential. Experience of teaching young children desirable. Experience of team teaching; working closely with parents; teaching children handicapped by speech disorders not necessarily caused by deprivation, an advantage. The class will be based at Higginshaw Primary School.
Send S.A.E. for application form to Director of Education, Education Offices, Old Town Hall, Middleton Road, Chadderton, Oldham, returnable to him by January 20, 1978.

REDBRIDGE
(London Borough of)
BARLEY LANE JUNIOR SCHOOL
Huxley Drive, Chadwell Heath Romford
Headteacher: Mr. J. A. Treadway, Dip.Ed.
Required for Summer Term 1978, an experienced class TEACHER (Scale 2) to develop MUSIC in the school. There are already a school orchestra, choir and recorder groups.
Application forms available from and returnable to J. L. Fordham, B.A., Chief Education Officer, London Borough of Redbridge, 255-259 High Road, Ilford IG1 1NN, by January 24, 1978.

REDBRIDGE
(London Borough of)
The London Borough of Redbridge is a pleasant residential area in North East London with easy access to the West End and the Essex countryside. Help will be given in finding accommodation, with legal fees for house purchase, removal and resettlement expenses where appropriate. Outer London Allowance payable.
Applications are invited from suitably qualified and experienced TEACHERS for the following post from the Summer term 1978.
ADVISORY TEACHER FOR PRIMARY EDUCATION.
Evidence of successful junior teaching is required. It is expected that the advisory teacher will use this position to gain experience in order to eventually fill a senior post in Primary Education.
Scale 3 post, with casual car users allowance.
Application forms and further particulars returnable by January 31, 1978, are available from J. L. Fordham, B.A., Chief Education Officer, Education Office, 255-259 High Road, Ilford IG1 1NN.

SUFFOLK
COUNTY COUNCIL
BRITANNIA COUNTY PRIMARY SCHOOL
Britannia Road, Ipswich IP4 5HE
Head Teacher, Mr. G. E. Taylor
Required April, 1978, ASSISTANT TEACHER, Scale 2, to be responsible for BOYS' GAMES. An interest in or qualification in teaching Gymnastics would be an advantage.
Application forms and details obtainable from the Head at the school, S.A.E. please.

SUFFOLK
COUNTY COUNCIL
KYSON COUNTY PRIMARY SCHOOL
Peterhouse Crescent
Woodbridge IP12 4HX
Head Teacher: Miss G. Stevens
Required April 1978, experienced TEACHER to take responsibility for ART and CRAFT throughout the school, trained for Infant/First school and well versed in modern methods. Scale 2 post.
Application forms and further details obtainable from the Head at the school; please enclose S.A.E.

SUFFOLK
COUNTY COUNCIL
ST. GREGORY AND ST. PETER C.E. CONTROLLED PRIMARY SCHOOL
North Street, Sudbury.
5-9 years. 186 on roll.
Applications are invited from experienced TEACHERS for a Scale 2 post with responsibility for the infant classes. An ability to teach Music and Drama an advantage.
Further details and forms of application obtainable (stamped addressed envelope, please) from the Headmaster.

WEST SUSSEX
NORTH-EASTERN AREA
BLACKWELL JUNIOR SCHOOL
Blackwell Farm Road
East Grinstead, Sussex
Required April 1978, experienced class TEACHER to take responsibility for ART and CRAFT and DISPLAY. Scale 2.
Details from Education Officer, Goffs Park House, Horsham Road, Crawley, Sussex.

WEST SUSSEX
NORTH EASTERN AREA
SOUTHGATE WEST FIRST AND MIDDLE SCHOOL
Ditchling Hill, Crawley, Sussex
Experienced TEACHER (Scale 3) for Easter, 1978, to lead team of six in First School Department of combined First and Middle School.
Favourable housing scheme. London Fringe Area Allowance.
Form and details from Education Officer, Goffs Park House, Crawley, on receipt of S.A.E.

Remedial Posts

DEVON
ADVISORY REMEDIAL TEACHER
Applications are invited from suitably qualified persons for the post of ADVISORY REMEDIAL TEACHER to serve an area in the Eastern part of the County. Additional qualification and experience essential but post suitable for a young enthusiastic person.
Scale 3 post.
The successful applicant will be expected to take up the appointment in April, 1978.
Application forms and further details (S.A.E. please) from Area Education Office, Morwenstow, 7 Barnfield Crescent, Exeter, returnable by 24th January, 1978.

Scale 1 Posts

AVON COUNTY
HIGH DOWN J.M. SCHOOL
Portishead, Bristol BS20 8AY
Required as soon as possible, TEACHER for upper school, third year class. Interest in theatre, boys' Physical Education, camping, etc. Fixed term contract to 31st August, 1978.
Application by letter to the Head immediately with full details of qualifications, experience and names of two referees.

BARKING
(London Borough of)
A limited number of vacancies may be available for April, 1978, or earlier, in infant and junior schools, suitable for newly qualified and/or experienced teachers. Nursery training/experience an advantage. Scale 1.
London Addition £402 per annum.
Application form available (S.A.E.) from the Chief Education Officer, Town Hall, Barking, Essex.

DEVON
CLYST ST. MARY COUNTY PRIMARY SCHOOL
(Roll 164)
Applications are invited from suitably qualified and experienced persons for the post of ASSISTANT TEACHER for Juniors/Infants. Previous applicants will be reconsidered.
Scale 1 post.
The successful applicant will be expected to take up the appointment in April, 1978.
Application forms (S.A.E. please) from Headmaster, Clyst St. Mary C.P. School, Clyst St. Mary, Exeter, returnable by 20th January, 1978.

DEVON
EXETER STOKE HILL FIRST (5-8 YEARS) SCHOOL
(Roll 317)
Applications are invited from suitably qualified and experienced persons for the post of ASSISTANT TEACHER for five to six-year-olds.
Scale 1 post.
The successful applicant will be expected to take up the appointment in April, 1978.
Application forms (S.A.E. please) from Headmistress, Stoke Hill First School, Stoke Hill, Exeter, returnable by 20th January, 1978.

DEVON
EXETER, WALTER DAW FIRST SCHOOL
(Roll 140)
Applications are invited from suitably qualified persons for the post of ASSISTANT TEACHER willing to work cooperatively in an open-plan school. An interest in environmental resources and/or display an advantage.
Scale 1 post.
The successful applicant will be expected to take up the appointment in April 1978.
Application forms (S.A.E. please) from Headmistress, Walter Daw First School, Woodwater Lane, Exeter EX2 5AW, returnable by 20th January 1978.

DEVON
NEWTON ST. CYRES COUNTY PRIMARY SCHOOL
(Roll 112)
Applications are invited from suitably qualified and experienced persons for the post of ASSISTANT TEACHER for Reception to Middle Infant class.
Scale 1 post.
The successful applicant will be expected to take up the appointment in April, 1978.
Application forms (S.A.E. please) from Headmaster, The County Primary School, Newton St Cyres, Exeter EX5 5DD, returnable by 20th January, 1978.

DEVON
TIVERTON HEATHCOAT FIRST (5-9) SCHOOL
(Roll: 321)
Applications are invited from suitably qualified persons for the post of ASSISTANT TEACHER to take top Infants with an interest in cooperative teaching.
Scale 1 post.
The successful applicant will be expected to take up the appointment in April 1978.
Application forms (S.A.E. please) from Headmistress, Heathcoat First School, Broad Lane, Tiverton, returnable by 20th January 1978.

DORSET
IWERNE MINSTER C.E. (AIDED) PRIMARY SCHOOL
Near Blandford DT11 8QD
Experienced TEACHER for Infants required from April, 1978.
Ability to teach music and work with older children an advantage.
Practising communicant preferred.
Assistance with removal and legal expenses.
For application form (to be returned to the Headmaster by January 23) send foolscap stamped addressed envelope to the Education Staffing Officer, County Hall, Dorchester, Dorset DT1 1XJ.

ESSEX
MILDMAY COUNTY JUNIOR
(Roll 510)
Robin Way, Chelmsford
Tel: Chelmsford 50019
TEACHER for hearing impaired children in a Partially Hearing Unit.
Required for Summer Term, 1978, as assistant to Head of Unit. Qualified teacher of the Deaf preferred but not necessary.
Application forms and further particulars may be obtained from the Head of the School to whom completed application forms should be returned (foolscap S.A.E. please).

GWASANAETH YSGOLION CYNRADD
Gwahoddir ceisiadau oddi wrth fyfyrwyr ar hyn o bryd ar flwyddyn olaf eu cwrs fel athrawon mewn Colegau Hyfforddi, athrawon gyda phrofiad, ac athrawon trwyddedig graill, ar gyfer swyddi a fewn Ysgolion Cynradd y Sir yn Medi 1978.
Gwybodaeth o'r Gymraeg yn hanfodol.
Ffurflenni cais i'w cael oddi wrth y Cyfarwyddwr Addysg, Swyddfa Addysg, Caernarfon. Dyddiad olaf i dderbyn ceisiadau—Ionawr 31, 1978.
Tecwyn Ellis, Cyfarwyddwr Addysg.

HERTFORDSHIRE
COUNTY COUNCIL
EAST HERTS DIVISION
HOLLYBUSH J.M.I. SCHOOL
Fordwich Rise, Hertford
Part-time TEACHER required for January, 1978 (four mornings) for MUSIC. Limited appointment until the end of the academic year.
Please apply to the Head as soon as possible with names and addresses of two referees.

KIRKLEES
METROPOLITAN COUNCIL
ST. PAULINUS R.C. (A) JUNIOR SCHOOL
Temple Road, Dewsbury, WF13 3QS
Required for April, 1978, an experienced temporary TEACHER, Scale 1 for a class of third year Juniors (9-10 years old). Practising Roman Catholic preferred.
Application forms and further particulars (stamped addressed foolscap envelope, please) available from the Head Teacher at the school.

LEICESTERSHIRE
COSBY COUNTY PRIMARY SCHOOL
Portland Street, Cosby, Leicester
Scale 1
Experienced infant TEACHER required April. Music an advantage.
BROOKSIDE PRIMARY SCHOOL
Copse Close, Oadby, Leicester
Scale 1
Required April for older infants. Open-plan.
Further details from the Heads. Apply immediately (no forms) with full particulars and the names and addresses of two referees (S.A.E.).

OXFORDSHIRE
COUNTY COUNCIL
MIDDLE BARTON C.E. SCHOOL
37, Church Lane, Middle Barton, Oxford
A TEACHER for infant vertically grouped class is required for April 11, 1978.
Application forms should be obtained from the Headmaster at the school. Please enclose S.A.E.

SUFFOLK
COUNTY COUNCIL
CLIFFORD ROAD COUNTY PRIMARY SCHOOL
Clifford Road, Ipswich IP4 1PJ
Head Teacher: Mr. A. S. Llewellyn
Required for April 1978, Scale 1, ASSISTANT TEACHER, willing to work within a cooperative teaching atmosphere.
Applications welcomed from teachers with experience/training in one of the following fields: BOYS' GAMES/JUNIOR SCIENCE/ART/CRAFT.
Application forms and further details obtainable from the Head at the school (S.A.E., please).

SUTTON
(London Borough of)
HIGHVIEW HIGH SCHOOL
The Chase, Wallington SM6 8JT
TEACHER (male/female) of HOME ECONOMICS and NEEDLEWORK required as soon as possible. Scale 1 and London Allowance.
Apply by letter in the first instance to the Headmaster.

SUTTON
(London Borough of)
DORCHESTER PRIMARY SCHOOL
Dorchester Road, Worcester Park, Surrey
Junior TEACHER for PE required to assist with Netball and Swimming. An ability to teach French would be an advantage but not essential. Scale 1. To be available from January 1st, 1978 (or as soon as possible) for two terms only to replace temporarily a teacher on secondment.
Closing date January 13th, 1978.
Application forms available from the Headteacher.

WEST SUSSEX
NORTH EASTERN AREA
BROADFIELD EAST SCHOOL
Vulcan Place, off Woodlands Hill Crawley
TEACHER for eight to 10 year olds, able to offer SCIENCE required for this new open plan school. An interest in Physical Education/Games would be advantageous.
Scale 2 available for suitably qualified and experienced teacher.
Favourable housing scheme. London Fringe Area Allowance.
Form and details from Education Officer, Goffs Park House, Crawley, on receipt of S.A.E.

WEST SUSSEX
NORTH EASTERN AREA
OUR LADY QUEEN OF HEAVEN, R.C. FIRST SCHOOL
Hare Lane, Langley Green, Crawley, Sussex
Scale 1, good general class TEACHER required Easter, 1978, for this five to nine year school. Roman Catholics with a qualification for the teaching of the Roman Catholic Doctrine preferred but not essential.
Favourable housing scheme. London Fringe Area Allowance.
Form and details from Education Officer, Goffs Park House, Crawley, on receipt of S.A.E.

Middle School Education

Headships

WIRRAL
(Metropolitan Borough of)
QUARRY MOUNT MIDDLE SCHOOL
Coronation Avenue, Wallasey L45 8LL
(Group 7; 475 on roll)
For September, 1978 —
HEAD TEACHER
Application forms and further details from the Director of Education, Municipal Offices, Cleveland Street, Birkenhead, Merseyside L41 6NH (S.A.E., please).
Closing date: 27th January, 1978.

HEADSHIPS

Basildon & Brentwood Area
Readvertisement
HOGARTH COUNTY INFANTS' SCHOOL
The Riseway, off Hogarth Avenue, Brentwood
(Roll 120) Group 4
For this Infants' School with effect from the beginning of the Autumn Term, 1978, or earlier if possible. Previous applicants need not re-apply as their applications will receive consideration.

LINCEWOOD COUNTY JUNIOR SCHOOL
Berry Lane, Langdon Hills, Basildon
(Roll 399) Group 6
For this Junior School with effect from the beginning of the Autumn Term, 1978.

Castle Point & Rochford Area
HOLT FARM COUNTY INFANTS' SCHOOL
Ashingdon Road, Rochford
(Roll 183) Group 5
For this Infants' School with effect from the beginning of the Autumn Term, 1978.

North-West Essex Area
Readvertisement
ST. ANDREWS C OF E JUNIOR SCHOOL
Church Road, Hatfield Peverel, Chelmsford
(Roll 205) Group 5
For this Junior School with effect from the beginning of the Autumn Term, 1978, or earlier if possible.

CLAVERING COUNTY PRIMARY SCHOOL
Manuden Road, Clavering, Saffron Walden
(Roll 135) Group 3
For this J.M. & I School with effect from the beginning of the Summer Term, 1978.

Southend Area
Readvertisement
PORTERS GRANGE COUNTY INFANTS' SCHOOL
Southchurch Avenue, Southend-on-Sea
(Roll 131) Group 3
For this Infants' School with effect from the beginning of the Autumn Term, 1978, or earlier if possible.
Previous applicants for this post need not re-apply as their applications will receive consideration.

West Essex Area
CHIPPING ONGAR COUNTY INFANTS' SCHOOL
High Street, Ongar
(Roll 143) Group 4
For this Infants' School with effect from the beginning of the Autumn Term, 1978, or earlier if possible.

Closing date for all these posts: 27th January, 1978.

Application forms and further details obtainable from the County Education Officer, P.O. Box 47, Market Road, Chelmsford.

Essex County Council

Head Teacher
of Grange Middle School, Welbeck Road, South Harrow, Middx (Group 6), required for April, 1978. This Middle School is for pupils 8-12 years.
Application forms and further details from Controller of Education Services (SCH/JKW), PO Box 22, Civic Centre, Harrow.
Closing date: 16th January, 1978.

Harrow Education

RELIEF TEACHING STAFF

Applications are invited from suitably qualified and experienced teachers for addition to the Committee's list of Relief Teachers for casual duty in Primary or Secondary Schools, covering for short-term absences, maternity, etc. The posts could be for part-time or full-time, depending on circumstances.

Payment will be on a daily-rate basis assessed on Scale 1 of the Burnham Report.

Interested candidates should send a stamped addressed envelope to obtain an application form from:—

Chief Education Officer, Staffing Branch (Room B18), Education Office, Margaret Street, Birmingham B3 3BU and should return the completed form to the same address as soon as possible.

There is a scheme for assistance with removal expenses.

BIRMINGHAM CITY COUNCIL

Educational Appointments

Doncaster Road J & I School
Doncaster Road, Barnsley
Required for Easter:
Headteacher—Group 5
of this large Junior and Infant School which serves a central district of Barnsley (282 on roll).

Worsbrough High School
Ardsley Road, Worsbrough Dale, Barnsley
Headteacher: S. Hughes
Required May or September, 1978:
Deputy Headteacher—Group 11
Applications are invited for the post of Deputy Headteacher of this large mixed comprehensive school for pupils in the age range of 11-18 years. The successful candidate will have a teaching commitment across the age and ability range within the school and will be expected to make a significant contribution to the work of the existing senior management team of Headmaster and two Deputy Headmasters. The school has a well-established community involvement.

Worsbrough St Mary's CE J & I School (Aided)
Worsbrough Road, Birdwell, Barnsley
Required for Easter:
Headteacher—Group 2
Application forms and further details stating vacancy applied for obtainable from and returnable to the Education Officer, 50 Huddersfield Road, Barnsley, by 20 January (SAE, please).

BARNSLEY
Metropolitan Borough

MIDDLE continued

Deputy Headships Senior Masters/ Mistresses

SUFFOLK
COUNTY COUNCIL
STOWMARKET MIDDLE SCHOOL
Group 8
(Mixed comprehensive; nine to 13: 470 on roll)
Required for April, 1978, DEPUTY HEAD. The vacancy arises due to the retirement of the present holder.
Further details and application forms obtainable (stamped addressed foolscap envelope, please) from the Headmaster, Stowmarket Middle School, Walnut Tree Walk, Stowmarket, Suffolk, to whom completed forms should be returned by January 23, 1978.

By Subject Classification

Domestic Subjects

Scale 1 Posts

DEVON
HAMPTON MIDDLE (9-13) SCHOOL
(Roll: 180)
Applications are invited from suitably qualified persons for the post of ASSISTANT TEACHER for HOME ECONOMICS and NEEDLEWORK throughout the school, plus at least one other curriculum interest. Experience/interest in working with less able pupils an advantage.
Scale 1 post.
The successful applicant will be expected to take up the appointment in April 1978.
Application forms (S.A.E. please) from Headteacher, Hampton Middle School, Hampton, Tiverton, returnable by 20th January 1978.

Metropolitan Borough of Rochdale

EDUCATION DEPARTMENT

PRIMARY

Bamford County Primary (4-10)
Belgium Street, Rochdale OL11 5PS
Tel: Rochdale 31496

Scale 1 General Subjects for Juniors

The ability to assist with Music, French or Physical Education would be welcomed.
Appointment to commence Monday, 20th February, 1978.
Application should be by letter immediately to the Head at the school, stating age, qualifications and experience together with the names and addresses of two referees. Closing date: Monday, 23rd January, 1978.

MIDDLE

Redbrook (10-13)
Bridgefold Road, Rochdale OL11 5BX
Tel: Rochdale 48666

Deputy Head, Group 8

The vacancy arises due to the resignation of the Deputy Headmistress from the Senior Management Team which at present consists of Headmaster, Deputy Headmistress and Deputy Headmaster.
Application forms and further particulars (please enclose a stamped self-addressed foolscap envelope) are available from The Secretary of the school.

St. Joseph's R.C. Middle (10-13)
Turf Hill Road, Rochdale OL16 4XA
Tel: Rochdale 48995
RE-ADVERTISEMENT

Temporary Physical Education with Religion

Six sessions per week.
Application should be by letter immediately to the Head at the school stating age, qualifications and experience together with the names and addresses of two referees. Closing date: Monday, 16th January, 1978.

SECONDARY/HIGH

Bishop Marshall Memorial R.C. (11-16)
Martindale Crescent, Langley, Middleton M24 3PQ
Tel: 061-643 5700

(1) Temporary Mathematics

Required as soon as possible, to teach to 4th and 5th year, C.S.E. groups. Some R.E. with lower forms an advantage. Social Priority Allowance payable.

(2) Temporary Science

Required from Wednesday, 4th January, until Tuesday, 28th February, inclusive, a temporary teacher of Science (Scale 1) throughout the school.
Social Priority Allowance payable.

(3) English

Required as soon as possible, to teach throughout the school. Scale 2 post for a suitably qualified and experienced candidate.
Social Priority Allowance payable.

(4) Temporary Home Economics

RE-ADVERTISEMENT
Required for the end of January. This post could possibly become permanent at Easter. Social Priority Allowance payable.
Applications for these posts should be by letter to the Head at the school stating age, qualifications and experience together with the names and addresses of two referees. Please state the subject of the post at the top of your application.

St. Joseph's R.C. Secondary (11-16)
Pot Hall, Heywood OL10 2AA
Tel: Heywood 60607
RE-ADVERTISEMENT
Required for January or Easter, 1978.

Music, Scale 1

Applications should be by letter immediately to the Head at the school stating age, qualifications and experience together with the names and addresses of two referees.

English

Other Posts on Scale 2 and above

HEREFORD AND WORCESTER
COUNTY COUNCIL
EDUCATION DEPARTMENT
WALKWOOD C.E. MIDDLE SCHOOL
Feckenham Road
Headless Cross, Redditch
Worcestershire B97 5AQ
Required for April, 1978, ENGLISH ADVISER (who will be in charge of a fourth-year class). Scale 3 post for suitable applicant. This is a Group 8 school of 520 pupils aged 9 to 13. Housing accommodation available from Redditch Development Corporation.
Further details and application form available from the Headmaster upon receipt of an S.A.E. (foolscap).

Modern Languages

Other Posts on Scale 2 and above

HEREFORD AND WORCESTER
COUNTY COUNCIL
EDUCATION DEPARTMENT
REDDITCH, ST. STEPHEN'S C.E. MIDDLE SCHOOL
Mabey Avenue, Redditch
Worcestershire B98 8HW
Required from Easter, 1978, a TEACHER to be responsible for FRENCH. Scale 2. Applicants should have a specialist qualification in French and be willing to assist with a pupil exchange scheme. Candidates must also be able to offer Humanities and be willing to help with boys' games. The bulk of the teaching programme will be in the fourth year.
Application form and further particulars available from the Headmaster, upon receipt of an S.A.E. (foolscap).

Music

Other Posts on Scale 2 and above

HAMPSHIRE
ALDERMOOR MIDDLE SCHOOL
Lordshill Centre East, Southampton SO1 8EE
Required for April, 1978.
Scale 3, MUSIC.
S.a.e. to Head for further details.

HEREFORD AND WORCESTER
COUNTY COUNCIL
EDUCATION DEPARTMENT
DROITWICH, ST. RICHARD DE WYCHE C.E. MIDDLE SCHOOL
Meadow Road, Boycott
Droitwich, Worcestershire WR9 9DW
Applications are invited for the post of ASSISTANT TEACHER working mainly at 3rd and 4th year level, commencing Easter, 1978. Particular strength in Music is sought with vigorous extra curricular activity in instrumental and choral work. Ability/interest in remedial and craft work would be welcome and excellence in English is a prerequisite. The Governors would wish to appoint a Communicant Anglican. A Scale 2 post is available.
Forms and further details obtainable from the Headmaster at the school, on receipt of an S.A.E. (foolscap).

Physical Education

Scale 1 Posts

HEREFORD AND WORCESTER
(The County Council of)
EDUCATION DEPARTMENT
ALVECHURCH C.E. MIDDLE SCHOOL
Tanyard Lane, Alvechurch,
Birmingham B48 7LN
(9-13 age range)
Required for February, 1978, TEACHER for GIRLS' PHYSICAL EDUCATION and GAMES: a specialist or wing course trained teacher for a temporary appointment to be responsible for Fourth Year Class and some General Subjects teaching.
Application form and further particulars available from the Headmaster, upon receipt of a s.a.e. (foolscap).

Other than by Subject Classification

Other Posts on Scale 2 and above

HARROW
EDUCATION COMMITTEE
PINNER WOOD MIDDLE SCHOOL
Latimer Gardens, Pinner
01-866 4125
Required from beginning of Summer Term 1978.
Experienced TEACHER to take usual class subjects including French (En Avant). A Scale 2 post is available for a candidate who is additionally well-qualified and willing to assume responsibility for Mathematics in the School.
Application forms from and to be returned to the Head of the School by Monday 23rd January 1978.

HARROW
EDUCATION COMMITTEE
WHITEFRIARS F. & M. SCHOOL
Whitefriars Avenue, Wealdstone, Middlesex
01-427 2080
Required in April a TEACHER to be responsible for a class in the Middle School Department. An ability to offer some of the following subjects would be an advantage: French, Home Economics, Needlework, Woodwork and Science. A Scale 2 post could be available to a suitably qualified applicant.
Closing date, Monday, January 23, 1978.
Application from and to be returned to the School, enclosing stamped addressed envelope.

SUFFOLK
COUNTY COUNCIL
ALL SAINTS C.E. V.C. MIDDLE SCHOOL
Sudbury
(Mixed Comprehensive 9 to 13: 500 on roll)
Required for April, 1978, TEACHER of GENERAL SUBJECTS with ability to co-ordinate DRAMA throughout the school. Scale 2 post available for suitable candidate.
Further details and application forms obtainable (stamped addressed foolscap envelope, please) from the Headmaster, All Saints Middle School, Christopher Lane, Sudbury, Suffolk.

Scale 1 Posts

DEVON
EXETER, JOHN STOCKER MIDDLE (8 to 12 years) SCHOOL
(Roll 480)
Applications are invited from suitably qualified persons for the post of ASSISTANT TEACHER. Music essential. Interest in games and P.E. an advantage. Please state other interests.
Scale 1 post.
The successful applicant will be expected to take up the appointment in April, 1978.
Application forms (S.A.E. please) from Headmaster, John Stocker Middle School, Buddle Lane, Exeter EX4 1JT returnable by January 20, 1978.

HEREFORD AND WORCESTER
COUNTY COUNCIL
EDUCATION DEPARTMENT
REDDITCH, DINGLESIDE MIDDLE SCHOOL
Woodrow North, Redditch
Worcs B98 7SH
Required for Easter, 1978, ASSISTANT TEACHER to work in Year 4 of this nine to 13 Middle School. Applicants should be experienced and committed Middle School teachers, prepared to offer Boys' Physical Education and Geographical aspects of Integrated Studies. (Scale 1.)
Application forms and further details obtainable from the Headmaster on receipt of a S.A.E. (foolscap).

HEREFORD AND WORCESTER
COUNTY COUNCIL
EDUCATION DEPARTMENT
REDDITCH, DINGLESIDE MIDDLE SCHOOL
Woodrow North, Redditch
Worcs B98 7SH
Required for Easter, 1978, experienced ASSISTANT TEACHER for Year 2 of this nine to 13 Middle School. Candidates should be committed Middle School teachers and prepared to offer General Subjects, French and Design. (Scale 1.)
Application forms and further details obtainable from the Headmaster on receipt of a S.A.E. (foolscap).

HEREFORD AND WORCESTER
COUNTY COUNCIL
EDUCATION DEPARTMENT
REDDITCH, MOATFIELD MIDDLE SCHOOL
Easemore Lane, Matchborough, Redditch, Worcestershire B98 0HJ
Required for Easter, 1978, experienced TEACHER to be a member of the Third Year team (11 plus) in this purpose-built middle school. Ability to teach French an advantage. Scale 1 post.
Application forms and further details from the Headmaster, on receipt of an s.a.e. (foolscap).

HEREFORD AND WORCESTER
COUNTY COUNCIL
EDUCATION DEPARTMENT
THE SLADEN C.E. MIDDLE SCHOOL
Hurcott Road, Kidderminster
Worcs DY10 2QJ
ASSISTANT TEACHER required, Scale 1, to join the first year team initially, and able to teach GAMES and/or FRENCH in addition to general form subjects. This is a reserved teacher post and a communicant member of the Church of England is required.
Further details and application form available from the Headmaster upon receipt of a S.A.E. (foolscap).

KIRKLEES
METROPOLITAN COUNCIL
RAVENSTHORPE C.E. MIDDLE SCHOOL
Myrtle Road, Ravensthorpe, Dewsbury WF13 3AS
Required for January, 1978, or as soon as possible thereafter, temporary TEACHER, Scale 1, to teach GENERAL SUBJECTS in this 8-12 Middle School for two terms.
Application forms and further particulars (s.a.e., please) from the Head Teacher at the school.

Secondary Education

Headships

BERKSHIRE
KENNET SCHOOL
Stoney Lane, Thatcham RG13 4LL
Required September, 1978, HEAD TEACHER (Group 11, roll 1,325). Lodging allowance and removal expenses scheme in operation.
Further details and application forms from the District Education Officer, 31a Newtown Road, Newbury RG14 7BX. Closing date 31st January, 1978.

CHESHIRE
EDUCATION COMMITTEE
HEAD TEACHER—Group 10
CONGLETON GIRLS' COUNTY GRAMMAR SCHOOL
(To reorganize as mixed 11-18 comprehensive school in September, 1979)
Required April, 1978. The successful candidate will be appointed initially to the existing school but designated on appointment as Head of the proposed Comprehensive School. Further details from District Education Officer, 9 Park Street, Congleton, Cheshire CW12 1EL. (S.A.E. please.) Closing date, 23rd January, 1978.

CORNWALL
EDUCATION COMMITTEE
There is a scheme for removal expenses.
FOWEY SCHOOL
Windmill, Fowey
(Number on Roll: 960)
11 to 16 Comprehensive
HEADSHIP—Group 10
Applications are invited from experienced TEACHERS for the HEADSHIP of this School.
The vacancy is caused by the retirement of the present Head, and the appointment will date from September 1, 1978.
Further details from the undersigned on receipt of stamped addressed envelope.
Closing date for applications: February 7, 1978.
K. Cruise, Secretary for Education, Education Department, County Hall, Truro, Cornwall.

LEICESTERSHIRE
MARKET BOSWORTH HIGH SCHOOL
(A Leicestershire Plan 11-14 High School)
HEADSHIP
(Group 8)
HEAD required August 1978 for this co-educational school. The post offers fine opportunities for someone with enthusiasm, ideas and imagination, a lively interest in curriculum development and a concern for the educational needs of the individual child. Vacancy due to retirement of the present Headmaster.
Details on request (S.A.E.).
Apply (no forms) with full particulars and names and addresses of two referees to the Director of Education, County Hall, Glenfield, Leicester LE3 8RF, by 24th January, 1978.

OLDHAM
(Metropolitan Borough of)
EDUCATION COMMITTEE
RADCLYFFE SCHOOL
Broadway, Chadderton, Oldham
Required for September, 1978, this 11-18 mixed comprehensive school of about 1,300 pupils HEAD TEACHER for this Group school. The vacancy occurs on the retirement of the present Head.
Send S.A.E. for application form to Director of Education, Education Offices, Old Town Hall, Middleton Road, Chadderton, Oldham OL9 6PP, returnable to him by 31st January.

SUFFOLK
COUNTY COUNCIL
Applications are invited from suitably qualified and experienced TEACHERS for the following post:
HEADMASTER/HEADMISTRESS
SUDBURY UPPER SCHOOL
Group 12
Age range 13-18 years
Application forms and further details obtainable from the Chief Education Officer, County Education Office, Grimwade Street, Ipswich (S.A.E., please) to be returned by January 25th 1978 (Ref.: ...).

WIGAN
(Metropolitan Borough of)
STANDISH HIGH SCHOOL
Kenyon Road, Standish, Wigan
(11-16 Mixed Comprehensive)
Required for 1st May, 1978
HEAD TEACHER (Group ...)
Application forms and further particulars available from and returnable to the Director of Education, Civic Centre, Millgate, Wigan (S.A.E.). Closing date 23rd January, 1978.

WIRRAL
(Metropolitan Borough of)
WEATHERHEAD SENIOR COMPREHENSIVE SCHOOL
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Cumbria Education

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EXTRA

Film and video

On location with Second Sight

By Christopher Griffin-Beale

As I arrived at Oxclose Community School, three small groups of fourth formers were preparing to shoot their own films with enthusiasm and confidence, even though neither they nor any of the school's staff had any previous experience.

The school, in Washington New Town, near Newcastle upon Tyne, was joining the list of 150 other schools and centres that have booked the services of Second Sight, the country's first and only peripatetic Film in Education unit, which has been travelling all over Yorkshire, Humberside and the North-East, from its base in Hull, since the beginning of 1975.

The project offers introductory courses in film study and advertising, but its most valuable, and valued, service seems to be its film-making course, bringing initial practical experience of the medium to pupils in many schools that lack the necessary equipment or any staff experienced with the equipment or the activity. Even among the small, but growing minority of schools with film courses, the bias is frequently towards discussion and appreciation of commercially produced films, and against practical experience for the pupils.

When the project's founder, Steve Pinhay, graduated from Hull in English and drama, he had some notion of establishing a mobile cinema. But he was disturbed by the gulf, as he perceived it, between the world he would be showing on the screen and the environment of most of the pupils he would be projecting it to. Instead, he drew on his own drama experiences, and adapted the thriving model of Theatre in Education groups to film-teaching.

He is "not over keen" on turning pupils into proficient technicians. His aim is rather to make them more aware of the way film, and by extension TV, works, so they are better able to understand and deal with the messages the media offer. He gives them the chance of learning by doing.

The project provides simple 8mm equipment, a handful of cameras, a projector, a hand-viewer and splicer, and some lights for hand-holding — though the project standardizes on Ektachrome high-speed stock, which makes extra lighting less often needed.

But the project's most substantial equipment is its Transit van. Indeed by analogy with Theatre in Education, the project's more important asset is its expertise, not merely in using the equipment but in using it with pupils, so that they can achieve practical and satisfying results in a limited time. Second Sight shares the advantages of those other groups. They all have the Hawthorne effect on their side, bringing pupils the novelty of a different experience, a different kind of experience with adults who are not teachers, and in a different time-scale. This time-scale is important, for film-making hardly flourishes within the crabbed confines of single, even double periods: a concentrated block of time, even a single day, is more effective.

Though the project has long been fully booked—thanks to word of mouth from satisfied customers, and to an appealing brochure—Second Sight has been surviving for months on an increasingly frayed shoestring. Originally Gulbenkian gave a



grant for equipment and Humberside education authority gave the project a rent-free base.

But the project's main continuing income is from the British Film Institute's regional fund, and this year Pinhay has been struggling to survive on £4,000—a crisis that has less to do with the national economy than with the accidents of local government reorganization and the mechanics of BFI grant distribution.

When Pinhay was originally negotiating (with a partner) to establish the project, Hull was still part of Yorkshire and hence under the aegis of Yorkshire Arts Association, which developed under its original film officer Nina Hibbin probably the most energetic and munificent commitment to film of any regional association.

But when Second Sight actually got on the road, Hull was already part of Humberside and served by the Lincolnshire and Humberside Arts Association with a far less evident commitment to film, no films officer and a minuscule annual film budget of £5,000 or £6,000. Since BFI policy is to channel funds through the appropriate regional officer, there was a real problem here and it has got worse.

The fees that the schools pay the project, even though they are rising to around £50, hardly cover the out-of-pocket costs of stock, processing and petrol.

Salvation, of a kind, is now at hand. In the spring Steve Pinhay is moving base to Sheffield, returning to the territory of the Yorkshire Arts Association, where a healthy working grant awaits Second Sight.

Meanwhile, Pinhay's greatest problem, apart from his own solvency, has been his inability to employ any permanent staff, with teaching and film experience. He has one assistant, John Gillanders, who has just left school with A levels and a passion for film-making, and is prepared to help out for very little while he persistently knocks on the door of the BBC.

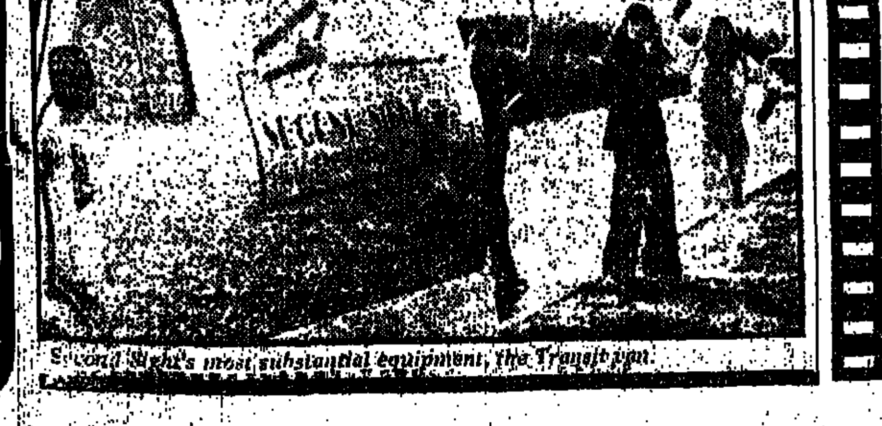
Otherwise Pinhay must depend on a small floating group of interested people, who fit in Second Sight work with other commitments as social workers, or research students. The result, as at Oxclose, can be that Pinhay at the last moment is short-staffed. At Oxclose, a member of the school's English department, Doreen Nish, gamely took charge of one group, supplementing Steve and John, although she had no previous filming experience.

Second Sight works with around 25 or 30 children at once, but Steve Pinhay has found it is quite impractical to work with such a number together: a handful are active, while the others stand around. He insists on filming with small teams, but each team needs an adult as they are ranging around the school or outside locations quite independently.

Though the session in Washington was fairly typical in structure, there was one difference. Most schools can only book the project for a day, but Oxclose was able to free 24 fourth-formers from their normal timetable for three consecutive days. The lively volunteers divided into three groups of eight. On the Monday Steve and John introduced them to the basic principles of film-making, with slides and the edited film produced by an earlier group with Second Sight.

As Steve has come to expect, they reacted very critically, as groups often do before attempting to make their own films in the limi-

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Second Sight's most substantial equipment, the Transit van.



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Filming Brian's dream, with Brian hitting one of the "pupils" with a chalk duster.

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ted time available. Later in the day the groups started formulating ideas for their own films.

Originally he used to take in a complete script as a starting-point but found that too constricting for the children. Then he took in a script without any shot-placings indicated; later still he just provided story-lines or a few ideas. Now he finds he can rely on the children themselves for the ideas.

When I arrived on the Tuesday morning, the three groups were in opposite corners of the school hall, developing their ideas into scripts. John Gilhanders's group were evolving a loose sequence of zany sketches, incorporating much business with a window-cleaner and his ladder, and the collapse of a display of cans in a local supermarket. Doreen Nish's group were working out a story about fashions in pop and clothes, and a character torn between conforming to school-friends' values or appeasing his parents.

Steve's group had had the idea of following three individuals through a schoolday. But as he recounted their idea to them next morning, they found it boring —as he had expected—and swiftly evolved a more interesting twist. After intercutting between their various morning routines—waking, washing, eating and arriving at school—they decided they would all fall asleep in lessons and have day-dreams.

Glynn would be reading about Dr Jekyll and Mr Hyde and would dream of his friendly teacher developing a quite different character; Lesley would faint after sniffing something in the chemistry lab and have a science-fiction fantasy; Brian would dream of being a teacher and telling off an unruly class composed of his teachers.

As the group developed their ideas, they wrote down a script in sequence, with a crude description of shot positions. Steve intervened little, except to suggest a sequence at the end, speeding up the clock to show the day ending, drawing the film to a close when they had enough sequences to occupy their shooting-time.

The next priority was to plan a shooting schedule. The children learnt that scenes need not be filmed in sequence, and could be more economically ordered, so that all the filming in their homes was done together, and the science-fiction scene waited until the costumes were made. There was no need to allocate responsibilities: Steven insists on rotating the jobs.

Already there was one protest from a girl that she only appeared in one shot on the script; by the next day the complaint came from one of the main actors, that he was in so many scenes that he had not had a chance of using the camera.

Steve then gave them a brief but lucid explanation of the camera. The project's cameras are easy, cassette-loading. There are two ways of helping oneself to frame a shot, he explains: you can move the camera, or use the zoom lens. He shows them how to turn the zoom lens and focus, zooming in close before focusing, even if you plan a long shot, since it is easy to sharpen focus on a close detail. He explains about exposure—"cameras need a lot more light than your eyes"—and how to read the built-in exposure meter.

As they start filming the classroom scenes—the individuals drifting off to sleep—his guidance seems unobtrusive. John Gilhanders applies a successful rule of thumb. When the cameraman, or equally often camerawoman, has lined up the shot, John simply asks: "Do you have a close-up?" or longshot, or whatever. If the reply is confident, he usually trusts them; if there is hesitation, he knows he needs to check.

As the children get used to the process, Steve suggests ways of varying the bald shot-descriptions on the script, with a low-angle shot here, a high-angle shot there. In the chemistry lab, the cameraman has the confidence to zoom into a close-up during filming as Lesley sniffs the test-tube, and then takes the camera off the tripod for a high angle shot.

Gradually he mentions ways in which they may subsequently edit the material, advising them always to shoot too much rather than too little: "If you shoot too little, you can't manufacture it later."

In the afternoon they go out in the van to shoot the morning scenes in the three children's homes. The parents have been forewarned. At Brian's, his younger brother is there, delighted to re-enact the ritual of waking Brian up. They then go into the kitchen where another complete breakfast, with grapefruit and boiled egg, has been meticulously prepared.

Shooting in the confined spaces proves quite a challenge, particularly when one girl shoots Lesley brushing her hair in the bathroom, trying to shoot over her shoulder and picks up the reflexion of Lesley in the mirror without seeing the camera or Steve, and pulling focus from the back of Lesley's head to the reflected image in the mirror—a prodigiously tricky feat for a beginner, but after several takes and Steve's advice, she gets it.

The next day, Steve's group concentrate on the fantasy sequences, including Brian's dream of turning the tables on the teachers. A number of teachers volunteer to participate, but the sequence has to be shot at lunchtime, with half the school trying to eavesdrop outside the classroom area, while the teachers equip themselves with woolly hats, gum and paper planes, and arranged themselves in carefully segregated groups for the confrontation between Brian, one unruly "pupil" and a chalk-duster. Then shooting was complete, except for close-ups of the clock and important detail—the credits, written on a blackboard.

While all this was going on, we occasionally crossed John's group, enjoying themselves tremendously, especially when one girl was drenched by a falling bucket of water as she passed under a window cleaner's ladder—one of those scenes that has to be right on the first take.

The other group progressed well, though they had to simplify the story, and omit the interesting subtlety that the father had been a teddy boy in his own youth—they could not get the appropriate gear in time, and besides this detail really required words to explain.

Doreen Nish coped well with the unfamiliar details of filming; her problems were less novel. Shooting was delayed while the "starlets" fussed over clothes and hair-dos for the key scenes, and went home to change.

Shooting was over, but not the film-making process. Editing remained, and before Second Sight departed, Steve got out the viewer and splicer to introduce Doreen and another interested teacher to the rudiments of editing, as lucidly as in his earlier child's guide to shooting.

When the films return from developing, Steve checks them and then posts them to the school. The school can then edit it itself, or Steve can advise them either at a distance or by returning to the school.

Most schools can, if necessary, find someone, probably a father, with the simple equipment for editing 8mm film, which can be borrowed without the risks attaching to an 8mm camera.

Steve leaves it to teachers how far they supervise the editing, given that only a few heads can see the hand-viewer at any one time. (More can see the projector, and he advises it is important to run the film on the projector during editing to judge the film's developing rhythm.)

This delay in processing and editing, that film involves raises an important question about Second Sight's controversial insistence on film, rather than the more common video, widely championed for its virtue of instant playback. Certainly if Second Sight were working with primary children, this might be a serious problem: maintaining their interest during the delay might be difficult.

But Steve reckons this is no problem. He is quite happy to work with video and does on occasion borrow equipment. But he staunchly defends his preference for film. And if he is right, it may define what is special about the educational experience that the project offers.

Working with video can bring children or adults immediate therapeutic and educational benefits, if they can see themselves on the screen, talking to their friends, interviewing people and discussing things that matter to them. But though it may, in the jargon, "demystify" the medium somewhat, it does not necessarily teach children to control the process of shaping and selecting images to communicate a message. That is the process underlying the mass media, and children are generally on the other, receiving end of it.

If one wants children to understand this process, or encourage them to think creatively, then film has advantages—this seems to be the argument underlying Second Sight's preference.

The hardware for 8mm is comparatively cheap, flexible, sturdy, and reliable. Steve Pinhay argues, compared with the cheaper existing video portapaks, and colour is more cheaply available. The absence of sound he rates as a positive advantage. Together with the range of tricks that are more easily available on film than on cheap video, this requires and rewards more careful thinking about each shot.

With film, he reckons, technique takes precedence over content and this suits the project's priorities. Moreover, editing not only allows a tighter end-product, but involves far more care in selection than is possible with the crude editing facilities on cheap video equipment.

Given the advances in technology, this may change in a few years. The flexibility of editing long possible on 8mm videotape, and now appearing on most expensive cassette machines may eventually become available, and a project like Second Sight.

Meanwhile Second Sight's activities seem well argued, even if they contradict two fashionable influential trends in education and media work. One trend is the promotion of film studies as an academic discipline that pursues critical film or video making on the periphery of its concerns. The other trend is the interest in computer-video that puts the process of understanding the medium's techniques and disciplines on the periphery of its concerns.

The motives for such concentrated work is clear. And besides the activities in schools, Second Sight itself worked with intensive treatment centres, community centres adult groups, a group of unemployed West Indians in Brixton and a Women's Aid group.

But its main educational projects seem well judged to prepare children for a better understanding of the media, either as receivers or creators of messages. And the educational experience is not necessarily confined to children. Successful Second Sight projects have inspired staff in several schools with the desire and confidence to translate activities themselves and to invest in equipment for the school.

Perhaps there will be more of them, as Second Sight's reputation spreads, and it emerges from the particularly bleak mid-winter into its more promising spring.

Second Sight can be contacted at Studio B, Craven Street Arts Centre, Hull. Tel: 0482 26343.



Filming morning sequences in pupils' homes.

Historical evidence

Howard Smith introduces two BBC 2 series

The chorus of critical approval which greeted the showing of *Before Hindsight* at the London Film Festival in November confirmed once more the value of cinema newsreels as historical evidence.

The film world has been slow to recognize the importance of what one director has called "an elementary form of the cinema without joy". Historians—both in Universities and in schools—have long been aware of the newsreel's significance and a considerable amount of work has already been done in this field—for example by the Inter-University History Film Consortium and by the Macmillan/Historical Association series *History through the Newsreel*.

Similar material has also been presented in recent BBC educational television series—like *Television and Society* (shown in 1973) and *Film as Evidence* (first shown in 1976 and to be repeated on BBC 2 in January and February 1978).

Another series, *Propaganda with Facts* begins next Tuesday evening on BBC2 at 7.05 pm.

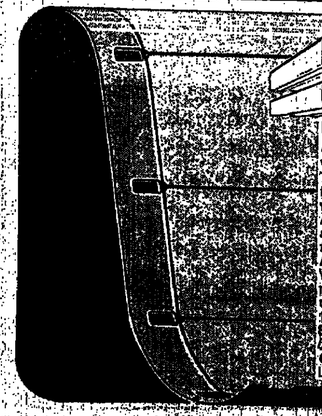
Film as Evidence concentrated on the twice-weekly cinema newsreels which for more than 25 years were regularly seen by over 20 million people. The newsreels were, probably the most important influence shaping public opinion about the outside world.

As historical records the newsreels are important. They help us to see the personalities, the problems and the events of the time through the eyes of those who made them, for the first time, in the cinema. Newsreels are also especially useful for teaching, since they were designed for the predominantly young and working class members of the cinema audience.

Film as Evidence spanned the whole 25 years of the sound newsreels existence. *Propaganda with Facts*, though it is largely concerned with the newsreels, deals also with documentaries and feature films and concentrates on the 1940s.

This is the one period of British history when there was a serious and sustained effort by the state to control public opinion. The degree of control which the government was able to exercise over what people saw, heard, and to some extent read during this period shaped their perception of the events through which they lived.

Without some knowledge of the way in which people's experience was mediated, we cannot fully understand that experience. *Propaganda With Facts* looks at the ways in which the machinery of persuasion operated and at some of its products in areas where public opinion was particularly important—at changing attitudes to the United States and the Soviet Union, at the way in which expectations were built up of major social changes after the war, and at the way in which the government tried to present the apparently endless series of crises which fell on the victorious British people after August 1945.



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Beginning film and television studies

By Phillip Drummond

Teachers and their pupils experience a variety of needs and interests in the general area of film and television. Strongest, perhaps, is the wish to take advantage of the world of data they offer which is otherwise inaccessibly remote from the place and time of teaching.

Films and videotapes are audio-visual aids which record or duplicate the visual and aural substance of sights and sounds, otherwise imperceptible or unobtainable—the growth of a bud, the going-on inside a water-drop, or footsteps on the moon.

Seen this way, film and television present a truthful "window on the world" and are of instrumental value to the teacher. When their documentary value is thus emphasized, film and TV are then seen as simple forms of reproduction or relay. In terms of their representational powers, film and TV become triumphant vehicles for general forms of realism.

Although this article will be concerned with other possible approaches to the media, the importance of this view of film and television cannot be overestimated, and it is probably within the category of the audio-visual aid that these media will be most highly prized by many teachers and their pupils.

The Media and Mediation

This approach to film and television needs only slight extension to involve the teacher-pupil in some of the important large-scale questions now in play in the development of academically formal film and television studies. Emphasis on the reality of the film or TV message, for instance, will need to begin to take into account what we might call the social practice of the media, or in literal terms, the ways in which the media mediate.

What must be examined is the fact that film and television messages are produced by specific authors—ranging from individual filmmakers to film studios to TV companies in state or private control—at specific moments and places in societies and histories.

To this extent, these media messages then do not merely reflect reality, they express authorial position. By the same token, reality and viewpoint may mismatch to the point of bias, opening up clear differences for study between the relative realities of authorial expression and filmic or televisual substance.

These issues will enable teachers-pupils to consider the broader notion of what has been called the social construction of reality, and to begin to understand some of the complicated links between the apparent realism of the filmic message and the ideology or world-view implicit in the message-making of the media.

An interest in this area of work will introduce the teacher-pupils to a large number of films and other texts waiting to be re-read in the light of these concerns—ranging from the explicit propaganda of much documentary cinema to the equally interesting balance of contemporary television documentary practice.

Film artefact, film language

In redefining the film or television text as ideological artefact rather than as mere simulacrum of the real, this approach also sets in motion a further interest in the notion that film and television possess specific qualities as audio-visual languages. This implies that rather than allow the world to shine through a perfectly transparent medium, film and TV institutions create messages not only specific to their historical and institutional conditions of production, but specific to the inherent capacities of the media themselves in their combination of a variety of specific linguistic substances—the various elements that make up the sound—and picture—tracks of the film and television discourse.

In the first place this will involve teachers and pupils in the analysis of film style. This demands careful attention to such features as image-composition (the organization of elements within the frame, lighting, colour, focus, and so on) and the ways in which individual images and shots take meaning from their place in the totality of relationships among the sounds and images of film, and of models of film narrative.

With the advent of the stop-frame projector, and the increasing availability of frame-slides, stylistic analyses of film and television is capable of great sophistication, as the numerous published analyses and study-materials now testify.

At a further stage, more advanced students may wish to bridge across into the more complex notions of film language explored by film semiotics.

At this point the teacher-pupil will be led on to query the role of the spectator or audience, unspooking and yet deeply implicated recipients of the speech-acts of the media institutions.

Film and TV Fiction: Audience and Myth

The third major issue in which the film and television teacher-pupil will rapidly become involved will be study of the fact of film and TV fiction in all its varied forms and implications. Most of the film and TV material to which he or she will be exposed will not be documentary, but cinematic or television fiction proper, with a rather different base in the realist aesthetic.

Here the relationship with established fictional forms—literature, drama—will, of course, assist the learner, but a variety of new approaches will need to be explored. Entertainment forms, for instance, will call for study as vehicles for myth and symbolism, so that a genre like the Western can be seen as a fictional mode in which American society is able to reflect upon its frontier history through the refracting glass of contemporary concerns, or so that *King Kong* or *Jaws* can be considered as socio-sexual allegories.

Other genres will, perhaps, be seen as fusing dramatic representations of questions over law and order with complex narrative and stylistic forms (for instance, the *film noir* thriller) or as providing the show-place for enactment of libido, desire and phantasy (for instance, the musical).

Formal questions of narrative and image will also lead on to study of the film's work not only upon its explicit fictional material, but upon the crucial material which is at once inside and outside the celluloid or videotape: the audience.

To understand film and television as truly mass media involves extended study of those mechanisms by which the cinema and television as a whole, and individual films and programmes, bind or inscribe the spectator into the structure of the spectacle and of the narrative.

It is here again that questions over the real, film form and film-TV consumption are once again inextricably involved together. Hence the increasing if still difficult value of a master-discipline, psychoanalysis, for advanced study of this aspect of film and television.

Film and Television Studies: Practising Theory

Questions about film realism, about the media and ideology, about film-television language and the role of the film-TV spectator, cannot be seen as purely academic. Correctly posed and studied by the teacher-pupil, they cannot but assist profoundly in achieving a transformation of the ways in which the individual subject consumes, in the deepest sense, media which are among our major modern modes of art, of communication, of entertainment, and of audio-visual signification, and modes to which he or she will be massively exposed in life beyond the classroom.

The practical application of this kind of work, seen this way, needs no extended justification. Since film and television studies of this kind are obviously as close to the real world as many of their academically respectable companion-subjects within the terms of the great debate of recent years. But these questions also relate to the even more direct form of practice in that they point to an important recasting of attitudes towards the version of film and television education we refer to as film-making or TV production.

Followed through, these questions have major practical reverberations because they point to the inseparability of theory and practice. Notions of realism, of film language, are as relevant to film-TV making as a previous and established emphasis upon self-expression (dominant within art education), documentary (as promulgated by certain common basis for film and TV making) or technicist virtuosity (one evident emphasis of some of the industrial training schools).

It is teachers-pupils above all who, in their early access to simple film-TV production systems will be able to relate theoretical and practical concerns more closely and thus to counter the mutual exclusion of the theoretical and practical which characterizes

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BUFCing up on films

By Carl Slevin

The organization of audio-visual services for teaching and research in this country is a typically British botch patch but is probably the best in Europe. Predictably, this is more a matter of good luck than good judgment on the part of governments, and largely grew out of the efforts of individuals and groups facing particular problems.

Research cinematography is still to a large extent the preserve of two voluntary bodies, the Scientific Film Association and the Association for High Speed Photography, but the major organizations which deal with audio-visual aids in teaching are now officially sponsored.

The oldest of these is the British Universities Film Council, founded in 1948 on the strength of a government grant allocated through the British Film Institute. It originated with a committee set up in Cambridge just after the war to coordinate the use of film by the various interested departments of the university, and became the Cambridge University Educational Films Council in 1947.

Significantly, it was headed by a historian, Dr George Kitson Clark, who was also the first chairman of BUFC from 1948 to 1951.

The object of BUFC has, from the beginning, been to coordinate and develop the use and study, not only of film, but of all audio-visual media for teaching and research in higher education. All British universities are members and, since 1969, full membership has been open to polytechnics although fewer than a dozen (out of 30) have joined.

Each full member has a representative on the council and this structure has set a pattern of voluntary cooperation fitting in with the decentralized nature of British higher education. Other forms of membership exist for foreign members, individuals and commercial bodies.

For the first 20 years or so of its life, despite the intention of its founders to cover all appropriate subjects, BUFC tended to lose sight of the arts and to concentrate on the requirements of science subjects, especially biology. The turning point came in 1965 as a result of the publication of the Brynmor Jones report on audio-visual aids in higher education. The report proposed a number of ambitious projects including a national centre for educational technology, individual audio-visual aids units in all universities and a central research photography unit.

At 1965 prices, the whole programme would have required around £7.5m in capital costs and £3m recurrent, of which £500,000 in capital costs and £260,000 recurrent would have gone to the national centre. For comparison, BUFC's total turnover in 1976 was about £45,000 at current prices.

The government of the day was unwilling to meet the cost and decided to carry out some parts of the proposals in modified form and to replace others by expanding the role of existing organizations. One of these was BUFC which was able to establish a full time secretariat in 1967 and has since fulfilled some of the functions proposed for the national centre.

Apart from liaison between members, which is ensured by its representative structure, BUFC's most important activities now are concerned with information and distribution.

The council produces two catalogues which have become standard reference works. Its own *Audio-Visual Materials in Higher Education* lists over 2,000 items appraised and selected by subject specialists as suitable for degree-level teaching. This last appeared in 1975 and a new expanded edition came out in October.

The Higher Education Learning Programmes Service catalogue lists nearly 1,000 audio-visual materials made for degree-level teaching and research by institutions of higher education in the United Kingdom.

BUFC took over HELPIS from the Council for Educational Technology (itself a creation of the Brynmor Jones report) for the fourth edition in 1976. Various single subject catalogues have also been produced on history, astronomy, drama, politics and careers guidance, and it is intended eventually to publish AVMHE in separate subject volumes to facilitate use as it grows in size.

A further catalogue of the *Higher Education Film Library* lists the items available from BUFC's distribution library. This has grown from the BFI's Science Film Library which BUFC took over in 1971. Films are acquired for the library only on the recommendation of practising teachers, and the latest edition of the HEFL catalogue, published in June, contains over 350 titles. Many of these would be otherwise unavailable because, with such a specialized market, commercial distributors would find it worthwhile only if they could charge enormous hiring fees. HEFL, as a subsidized library, can keep charges at a moderate level.

Although specifically intended for higher education, a recent survey of bookings shows that while 57 per cent of library users are universities and 16 per cent are polytechnics, 14 per cent are other colleges and 13 per cent are schools as well as hospitals, industry and other miscellaneous users. Greater use by educational institutions outside the higher sector will no doubt result as the HEFL service becomes better known.

Apart from producing catalogues, BUFC's information service deals with specific inquiries about audio-visual materials in higher education, and as long as its primary duty to members is fulfilled, it is willing to interpret these terms of reference fairly broadly although shortage of staff is a problem.

It produces a *Newsletter* three times a year which circulates widely outside as well as among its membership. Until 1976 BUFC also produced *University Vision*, the only British journal to deal exclusively with audio-visual materials for higher education, but this fell victim to financial stringency.

Since 1968, BUFC has held a series of single-subject conferences in addition to its annual conference (which tends to attract professionals in the audio-visual field) to encourage teachers to take an interest in the use of audio-visual materials in their particular disciplines.

The first, on history, was held in conjunction with the film department of the Slade School of Fine Art and was followed up by two further conferences in 1969 and 1972.

Other special conferences have been held on geography and geology, chemistry, biology, theatre and drama, and politics.

History has been the most successful area of missionary work by the BUFC and so far has produced an enormous increase in awareness of the use of film among historians.

In addition, BUFC has been associated with the Slade Film History Register which was set up by Professor Thorold Dickinson at University College London, in 1968, with a grant from the Social Science Research Council. The aim was to create a central register of film material of interest to historians. When the SSRC grant ended in 1973 UCL funded the project until 1975, helped by BUFC for the last eight months. BUFC then took over the register but was unable to continue its work, and has recently published a report on future possibilities. The report recommends that a National Register of Film and Television Collections should be set up, catering for all interests in sciences and arts, not just those of historians.

One of the most interesting activities of audio-visual materials in education is the possibility of retrieval and use on an interactive basis. Ultimately, this will depend upon computer networks such as those currently being developed by the Council of Europe.

In the meantime, the BUFC has developed a considerable range of foreign contacts with Australasia, Scandinavia, Iran and some of the American countries as well as Europe, especially with Germany and Holland. BUFC already hires out films abroad and there are plans to increase the hiring of suitable productions by British universities and polytechnics outside this country. A special screening of such material will take place in Paris in November for this purpose. Opportunities for increasing the influence (and income) of British audio-visual productions in higher education are considerable because (except for Holland, Canada and very little European development) there is a similar lack to BUFC.

Audio-Visual Materials in Higher Education, 3rd edition, 1977
BUFC
£5.75
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Higher Education Learning Programmes Information Service Catalogue, 4th edition, 1976
BUFC
£4.50
0 901299 14 6

Catalogue of the Higher Education Film Library 1977
BUFC
£1.00
0 901299 15 4

The Slade Film History Register October, 1977
BUFC
£1.00
0 901299 17 0

Carl Slevin lectures in politics at Warwick University.

continued from page 27

the use of film within the dominant film and television industries.

Indeed, as the British film industry itself further declines, it is precisely to a new, smaller-scale films-making movement, with a different social brief, that we must turn, and teachers-pupils are then crucially placed, in their ability to join theoretical and practical concerns, in spearhead the development of just such a new cinema, the cinema of independence.

Key-Institutions in the Subject-Field

However difficult some of these challenges, the prospective teacher-pupil of film and TV studies will find no shortage of reference points and aids in the development of knowledge and experience. He or she will need to become involved with a spectrum of activities under the general rubric of film culture, spanning the activities of viewing, reading, and activism as a subject-organizer.

As a viewer, he or she will need to gain access to a wide range of material, perhaps through TV viewing and film society-film theatre membership. As a reader, he or she will find valuable resources in key works such as Perkins's *Film as Film*, Tudor's *Theories of Film*, Wollen's *Signs and Meaning in the Cinema*, Metz's *Language and Cinema*, Nichol's *Movies and Methods*, and Williamson's *Television: Technology and Cultural Form*, as well as in the vibrant current periodical literature such as *Screen*, *Screen Education*, *Movie*, *After-Images*, *Framework* and the BFI's monographs.

These titles represent the beginnings of a serious literature on the cinema, the beginnings of the body of knowledge essential to teachers and pupils building familiarity and experience in the new field.

But students-teachers of mass media such as film and television may lose impetus as isolated readers-interviewers, or as traditional consumers of a newly fashionable subject area. The additional challenge is, therefore, for them to participate directly in the very culture they are studying—by forming film societies, reading-groups, curriculum-development projects, publications, or engaging in film—television production.

The passive consumer then enters into new social relations with the object of knowledge and of fascination. Here there are two central agencies to assist the teacher-pupil, both distinguished by lengthy and outstanding service in the formation of the educational sector of film culture.

At the centre is the Education Advisory Service of the British Film Institute (81 Dean Street, London W1, 01-437 4355), which services the educational apparatus directly in a variety of ways. BFI-EAS provides teacher-liaison, organizes study events (an annual summer school in addition to seminars and classes in collaboration with the University of London), and publishes teaching-materials (documents, slides, study-extracts) and scholarship (a valuable series of television monographs, and, shortly, a series of critical anthologies).

The Society for Education in Film and Television (SEFT) (29 Old Compton Street, London, W1, 01-734 5455) performs a related but distinct role as a grant-in-aid body of the BFI. Largely animated by the voluntary work of a number of activists and teachers, the society, like BFI-EAS, organizes study-events (in the form of weekend and day schools, and an Easter School) publishes teaching-materials and liaises with educationists in the field.

Its main contribution to developments within film culture in recent years, however, has been in the area of scholarship. More than any other organs, its quarterly journals *Screen* and *Screen Education* have shaped the major debates in film and television theory, debates which have spread beyond the confines of film and television education into the broader sphere of educational, political and aesthetic theory and practice at large.

It is largely to the work of *Screen* that British culture as a whole owes dissemination of the debate around such issues as structuralism, semiotics, psychoanalysis, and historical materialism. It is, therefore, on account of the scope and scale of these achievements and concerns that SEFT and the British Film Institute's Educational Advisory Service are essential points of contact and connexion for teachers and their pupils embarking upon the rich and exciting field of film and television studies.

Phillip Drummond is lecturer in Film Studies at Leicester Polytechnic, a member of The E Midlands Arts Association, the executive committee of SEFT, and of The Arts Council Film Panel. He is a contributor to "Screen" and "Screen Education".

Screen media:

a one year part-time in-service course for High schools within Clwyd

Chris Points, co-ordinator of the scheme, discusses the in-service course, now in its second year, within the context of introducing media into the curriculum

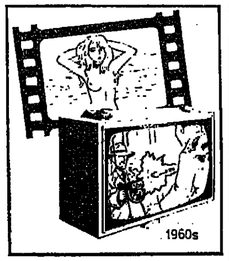


I'll just inject a little of the high quality 'art movie' to protect you from the dangerous Hollywood virus.

The painful lesson portrayed in the cartoon figuratively relied on the methodology of inoculation. This stemmed predominantly from what was understood, or misunderstood, to be the Leavisian position. It suggested that the mass media, the product of an industrial system, could only represent false moral values.

Some protection might be obtained, it was reasoned, by allowing that there were some aspects of this new technology which did attempt to portray moral values. Some cinema, therefore, could be studied and used as a criterion for the pupil to evaluate and dismiss the rest, the "rest" being mainly the big, bad films of Hollywood.

Despite the beginnings of serious investigation of films produced by Hollywood by a group of French critics and then later on in the 1950s by a group in this country, the predominant criticism levelled against the type of film produced at Hollywood was the mass appeal and mass audience which was in direct competition to the serious values represented by the school and taught through its curriculum.



1960's
. . . a strong claim for the study of film and television as powerful forces in our culture and significant sources of language and ideas . . . .Newsom.

. It was Newsom, reporting in 1963, which took up the point of the mass audiences, for film, and now in the sixties, television. It acknowledged them as "powerful forces in our culture". I have perhaps, unkindly pilloried the comment about the "significant source of language and ideas".

The significance of Newsom when tracing the influences on media study within the curriculum, lies not in the slightly confusing recommendations about film and television usage, but in the fact that it was specifically mentioned at all. That the report was exclusively concerned with pupils within a certain age (13-16) and ability range, has also had a direct influence on the "subject's" development.

The seventies have seen an ever increasing number of schools acting and reacting to the public's widespread concern, interest and occasional neuroses about the effects of the media. Schools, though more often individual teachers, have developed schemes in media studies (which often excludes film), and the more specific film studies.

This is not to suggest that the increasing amount of teaching about the processes of the media is a *direct* result of the sensational and morally superficial effects arguments, but there is perhaps a tentative link.

Getting to the stage of actually teaching media can present an almost endless permutation of constraints, difficulties, and prejudices, which can seem limitless. These can range from cash, times, staffing, to the almost double bind argument presented, and felt by many staff and pupils, that film and television study is somehow not a *real* area of study at all, but is essentially a pastime thinly disguised as a curriculum subject—a palliative to those pupils who won't read, write, or be anything less than a severe strain to those who have to teach them. Educational trendies and encouraging illiteracy are often mentioned in the same broadside.

For those teachers still able to mount some form of media course within an existing teaching load, usually in English, they have further to cope with the paucity of classroom materials and the frustrations of finding the time to get to grips with the necessary knowledge to teach the course satisfactorily.



Well I suppose we should try to teach them how to swim in it.

Having attempted to outline some of the influences and certainly some of the difficulties facing anyone embarking on a scheme of film or media study in school, the Clwyd in-service screen media course might be taken to suggest the discovery of the "media tablet". Far from it, but the setting up of the course, two years ago, does have some aspects about it which may prove of wider interest.

A deputy director of education, who has a life-long enthusiasm for film, and the building of an educational technology centre, with extensive resources, cannot be typical. The decision to organize the course in conjunction with the British Film Institute's Educational Advisory Service and to invite, for the first course, heads of English departments, owes nothing to geography or the good fortune of such a remarkable facility in which to run the course.

The request to the British Film Institute to provide most of the teaching for the 25 half-day sessions was fundamental to the course. The work of the BFI's educational service has been well detailed in *The TES*, but the EAS provides a service for the teacher which is quite exceptional in range and standard; one must add to this its stamina: Jim Cook's weekly journeying to Mold!

The heads of English departments-faculties, it was argued, would not only have the necessary teaching experience, but would also possess the necessary political influence to evaluate and negotiate such a subject within the school timetable. The first course, especially, was to enable those schools within the county who were contemplating teaching about the media, to evaluate whether it was, in fact, feasible or sufficiently important to pursue at that particular time.

The course offered participating schools the opportunity to consider the inclusion of media teaching in their schools from an informed position. Several schools had developed their own media courses and syllabuses and were teaching them quite successfully.

The pattern of the course was established in that first year. Discussions of current concepts and theories, prevalent to film and television were led by a nucleus of lecturers from the British Film Institute.

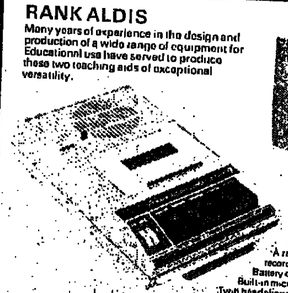
Practical classroom approaches were detailed and with material prepared, often collectively, by members of the course and produced by the centre's graphics studios, members of the course had the opportunity to use the material in their own schools. This included, in the first year, work on "Hitchcock" and the "Western". A day's practical seminar was also run with two local schools providing class facilities.

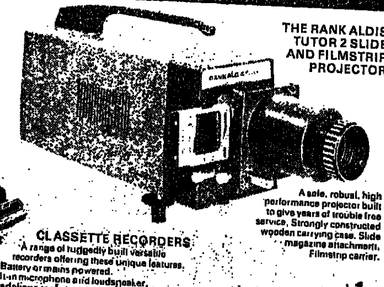
Schools curiously wished to use

continued on page 30

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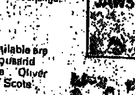
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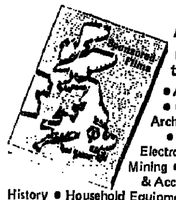
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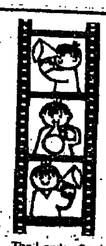
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Continued from page 29

the material, either for separate CSE or O level options in the fourth and fifth years or as units within existing CSE or CEE syllabuses. A separate film course wanted for the sixth years was devised by the group, and this has been negotiated and provisionally accepted by the WJEC for examination in June 1979.

What has evolved for the 14 participating schools is the option of a core mass media studies syllabus at CSE or O level for the fourth and fifth years and a one-year O level course in film for sixth forms.

The second year the course followed a similar structure, but with certain modifications. The afternoon sessions started slightly later, at 3.30 pm to 6 pm to make it easier, it was hoped, for schools to release staff.

The British Film Institute were still very much involved, but provided support and "professional stiffening" with occasional lectures. The first year in-service group were now teaching a one-year O level course in mass media studies or a non-exam course in film studies for sixth forms, and were meeting to prepare additional material.

It is the organization of screenings, particularly the financial organization which, not surprisingly, is critical to any film course. The Centre for Education Technology by providing the funds and viewing facilities made the course feasible. The current contractions, in real terms, of the schools' capitations would have made even a consideration of the course unrealistic.

Even after 18 months, it is still too early to draw anything more than the most tentative conclusions. The time scale for introducing new courses into the school curriculum is always deceiving, and five years could be a conservative estimate.

The media and film courses are demanding in organization of materials whether they be slides, film, video and audio tapes, and print based material.

Most essential is the range and body of knowledge required to teach such a course. Having the right workbook will never be enough.



Some of the participating schools. From left to right: Vale Sixth Form College and Bromfield School, Wrexham, Ysgol Glan Clwyd, St Asaph, Bromhyfryd, Ruthin.

This requires the provision of an in-service facility.

The teaching situation can so often become, to invert the article's seventies cartoon, that we become submerged with our pupils looking on confusedly. Your own situation will, no doubt, suggest the caption!

Cartoons: Charlie Gunther.
Graphics: Alwen Dempster Jones.
Photos: Barry Hamilton.

Techniques and theory

Sarah Segrue on the film studies courses at Stockwell College of Education

Film studies may only just be finding their way into the curriculum of many schools, but for nine years they have been offered to students at Stockwell College of Education, Bromley.

Stockwell's mass media and communications department, under the direction of Dan Douglas, has pioneered media studies, including film, to degree level.

This year, 1978, the first students to take an internal London University Bachelor of Humanities honours degree in Education with Educational Broadcasting will graduate. Next year the first Music with Film and Television students will complete their degrees.

All students following these courses have a compulsory element of film studies in their first year with the opportunity to specialize at a more advanced level in the second and third years. Although run on the unit-basis, the units are not seen in isolation and every effort is made to inter-relate the studies both on a practical and theoretical level.

Students on the Education with Educational Broadcasting course are interested in the use of film as a resource for educational purposes. They consider the planning that should go into educational films, how it could be perceived by children both on an audio and visual level, the philosophical and sociological elements, as well as the likely classroom situation in which the films could be seen.

The college is able to draw on its expertise of training teachers in these aspects, and many of the lecturers have specialist interests, including the course coordinator, Tessa Chaplin, who studied children's comprehension of film and television for her MA.

On a practical level in film, the students are able to benefit from the experience of a team that has made three educational films, among them *Children are People*, which won the Bronze Delfan at the tenth International Education Film Festival in Teheran.

Since film is only relatively new in schools and where it exists tends to be offered to the lower ability pupils, few of the students, who need to satisfy the university entrance requirements of five GCE passes, two of them at A level, have had any previous experience of the subject.

In the first year they are given a general introduction to film and television in a foundation course and also look at the historical development of the two media. As Dan Douglas says: "Although television is the medium of the age one should remember that a vast amount of material shown on television is originally made in film form first".

Basic skills of editing are acquired with a three-minute film being cut to one minute, a sound track recorded, and the basic language of visual communications, including abbreviations, is mastered. Approaches to film theory are examined including particular genre, like the Western, and the auteur which looks at the dominant creative influences in certain films such as the director, producer, cameraman or scriptwriter. Individual and group productions in Super 8 film are also undertaken.

Much of what is learnt in relation to film is also necessary for the television studies as Dan Douglas explains: "It is imperative that anyone wishing to work in the television industry must have a sound theoretical and practical knowledge of the vital input to the media of the film. Those courses attempt to put the balance between the two media into perspective".

At a more advanced level, in the B units taken in the second and third years, the students can take a more detailed look at film and the cinema. Practical work is done in 16mm film with the students relating it to their other main subject.

Those following music might consider composing a score that will tie up with their chosen visuals while the education students could include film in a multi-media resources pack they have to prepare.

Those who opt for a unit of specialized studies in the cinema look at film and its relationship to other visual modes of communication, such as graphic art, computer art, expressive arts or video art, with a particular emphasis on visual analysis and cultural content.

Students who concentrate on television units in their final year find, with adaptation, the knowledge can be applied to film. This is particularly so in an area like writing where the college places considerable emphasis on matching commentary to visuals.

The balance between practical and written work in the media units is about 40:60, and assessment in this area is mainly on course work, including essays, and in some cases a final exam.

Since these degrees do not lead directly to teaching, for that the students need a Postgraduate Certificate in Education, the college is more concerned with the techniques of making a film or television programme backed up by the theory, rather than the use of film equipment with children in the classroom.

The courses do open up numerous career possibilities with film in programme planning and production and interest has been expressed in them by the British Film Institute and the Society for Education in Film and Television as well as the BBC, ITA and Schools' Broadcasting Council. They have also attracted attention from overseas, with students on the courses from Brunei, Iran, India and Rhodesia.

Stockwell has pioneered these courses, but with the college ceasing its main work of training teachers in 1980 the future of the courses still has to be decided. Miss Rosemary Carr, the college principal, said: "Two London colleges in the South East are very interested in the media courses and a final decision will be taken in the New Year 1978 with the view to continuing recruitment for September 1978".

If no new home is found for the courses, which have broken new ground in film and television studies by relating them to education and music, it seems as if they will cease after the 1977 intake have graduated.



W. C. Fields with Freddie Bartholomew and Edna May Oliver as the Micawber family in the 1934 MGM production of Dickens's "David Copperfield" now available together with many other fine old films for hire on 16mm from Harris Films Ltd, Glenbuck Road, Surbiton, Surrey KT6 6BT. 01-399 0022.

A new level in communications

Ron Fairfax on a new A level examination to be set in 1978

When film studies Ordinary-Alternative level was first offered by the Associated Examining Board questions were asked as to whether an Advanced level GCE would ever be founded in the subject. One or two points prompted the questions: was the film studies syllabus too advanced for O level? And, once film studies had been taught successfully, what and where would the student go on to?

Film studies is at an Ordinary-Alternative level and that to some degree answers the first point. The second is answered by the value many students have found in the subject itself and as an academic subject. But, also by its acceptance in higher education for subject areas more obviously outside those in which film study content has been, one might say, "traditional"—some drama courses in universities, polytechnics and other higher education colleges. Film is studied as an element in English history and sociology courses at a number of places in higher education. It is useful as an A level in courses offered by colleges of art.

One area where it is very acceptable is to the subject offered mainly at polytechnics in this country—"communication studies". Another well certainly be through the fact that the School of Communication at Trinity and All Saints College, Leeds (a notable exception to the polytechnic rule, communications having been offered to degree level there for 10 years), has played a part along with the general studies division of Bradford College in the establishment of a new A level GCE offered by the Associated Examining Board.

Next year the first exams will be set for students of this new A level. It should be of considerable interest to all teachers who have been concerned with courses that looked at media of communication from the point of view of sophisticated hardware or the written and/or illustrated "project". But it has particular interest for the film and TV teacher. Below is the rubric from the syllabus section 4 "project". It asks the student to prepare:—

"A television programme or a film comprising fifteen minutes of viewing. It will include:

"A definition of the target audience.

"A modified story board, showing key points and sequence with details of any music and sound effects.

"Photographs of visual material (captions, slides, film sequences prepared according to a standard format).

"Script, giving full instructions for a production crew without the need for any additional instruction."

When film studies was being established three or four years ago, teachers often pressed SEFT representatives, working to get the subject off the ground, on why no opportunity for practical work existed within the film studies framework. The answer was usually that the exam was in film studies not film making.

In communication studies, there exists the possibility of an extension into this area of practical film on videotape making which will, no doubt, be welcomed by many who see the importance of such practical work being recognized by higher levels of school or college as it is in higher education.

However, the more theoretical considerations are not absent from the new syllabus. Paper 1 of the exam asks questions on the development of communication, theories of communication, mass communication and means of communication and will go a long way to satisfying those whose teaching interest is in the sociology, history, economy, politics of film and television. But there might even be room, given imagination and commitment, for the authorship-cooperative enterprise debate.

It should be said and quickly that what is being offered is not the film studies A level mentioned at the beginning. The subject is communication studies defined as, to quote the syllabus definition:

"A study of the arts, practices and media of communication, including the interpretation of ideas, information and attitudes." Film, television and image education are in there as they are in the lines under "practical communication skills".

"The development of the students' abilities through practical work in the spoken, written and printed word and visual material." Film and television teachers will be interested in all aspects of the syllabus, for they are by definition interested in communication.

From the start the study was visualized as a group process and it is through the group that the film and television teacher will make a significant contribution as will the sociologist or the historian or the economist or any teacher who sees the subject in the broad context intended by the syllabus.

Further information on the subject can be had from the Associated Examining Board, Wellington House, Aldershot, Hampshire GU11 1BQ. Mark for the attention of Marion Strudwick—Course Development.

Ron Fairfax is lecturer, Film and Communication Studies, Hull College of Further Education.

BFI Productions Catalogue

Introduced by Hilary Thompson

During the first 25 years of the British Film Institute's career as a producer of films, through its Experimental Film Fund and Production Board it did not produce a catalogue of its work—which it has now done.

The Production Board now receives slim but significant funds from the Departments of Education and Science and Trade in order to produce films that, apart from any other considerations, would not be funded by the film industry but which constitute a vital part of film culture in Britain.

The films can now be seen increasingly in London and in the regions; that is, the new films like *Riddles of the Sphinx*, *Before Hindsight*, *Winstanley*. The older films have received no thorough-going distribution and exhibition although many of them constitute a vital history of British film production in the past quarter century. They are, like the workers' films of the thirties, a hidden tradition in British film culture.

Yet, names like Anderson, Russell and Gold crop up throughout the early section of the catalogue to illustrate the significance, within popular British cinema of the fifties, of the role of the Institute.

Apart from the easily recognizable names that provide reference points within a largely unfamiliar terrain, the work of the Experimental Film Fund (1951-66) and the Production Board (1966 to the present) as a corpus is largely unknown to anyone other than those within a narrow strip of Dean Street who concern themselves with the institute in general and the Production Board in particular.

The catalogue, within this context of entirely explicable and significant ignorance on the part of the public, is designed to fulfil certain functions. It is designed to facilitate the booking of institute produced films, as catalogues are supposed to do. It is also designed to provide a chronological and aesthetic guide to a particular sector of film production that often does not address itself to the accepted norms of film production as the industry has done and continues to do.

In the essays by John Ellis, *Cinema in Britain*, the industry is outlined in economic terms. The economic changes and drift that have shaped the industry are delineated. The aesthetics of film practices in the films that have emerged out of the industry norms or evolved in opposition to industry norms are examined.

Overall, perhaps, the catalogue looks at the evolution of a film culture that is now one of the important growth points for the future of British cinema, not just in relation to production but to distribution and exhibition as well.

The catalogue itself is in three chronological sections: the period of the Experimental Film Fund, 1951 to 1959, which also contains the period of Free Cinema; 1960 to 1966, which was part of the decade that saw the transition from fund to Production Board; and 1970 to 1976, when issues of policy became more conscious and less implicit and the board more actively participated in current cinema debate rather than passively reflecting the evolution of the independent sector.

Each of the chronological sections is introduced by an essay on the whole cinema picture in the United Kingdom for that period, with some considerable attention given to the economic imperatives that determined industry. The second introductory essay for each section deals with the composition of the fund-board and how they functioned. It is the first time, I believe, that this sort of research work has been undertaken about these funding bodies.

Each film in all sections has its own notes and some kind of synopsis and perhaps some critical work of the time (in itself an interesting and illuminating history of film criticism which needs further research, particularly in relation to contemporary film criticism whose much of the important work takes as its roots disciplines other than literary ones).

It is the last chronological section that is, perhaps, the most useful and significant. In addition to the two introductory essays, the section is split into five headings: narrative feature films, short narrative films, work on narrative, modernism and documentary. Each section is introduced by an essay explaining the meaning of each of the terms and the aesthetic conventions that are used in the appropriate films.

These key sections are intended to provide some of the means to understand current film debate and practice and present an alternative mode of film study and understanding, alternative to the predominant subjectivity and conventionality that dominates popular film criticism and "appreciation".

The notes on each of the films reflect this concern to provide critical material that is other than banal, and that is often addressed to the major concern of the film or the filmmaker.

For anyone who wants to learn about and understand independent British cinema in general this is an important contribution to limited literature at the present time. For those who are unfamiliar with current critical debate the catalogue provides some central ideas and concepts (plus a limited but useful bibliography).

The catalogues retail for £1.25, and can be bought from BFI Publications, 81 Dean Street, London W1, for £1.80 including postage and packing in the United Kingdom.

The BFI Productions Catalogue is compiled by John Ellis, written by John Ellis, Ben Brewster, Rosalind Coward, Elizabeth Cowie, Claire Kitson, Duncan Macpherson, Tony Rayns and Paul Willemen.

Two New Films from MGP

MARY GLASGOW PUBLICATIONS ARE PUBLISHING TWO NEW FILMS FOR TEACHING ENGLISH AS A FOREIGN LANGUAGE IN APRIL 1978.

A Farm in the City
At the elementary level for students in their second or third year of English. A film about the adventures of four children who live in North London and who visit Inter Action's community farm in Kentish Town.

Double Act
This film is at an intermediate to advanced level for students in their fifth year of English or above. A group of teenagers in a London comprehensive school are organizing an end-of-term concert. A mysterious stranger disrupts the rehersals.

Each film is 15 minutes long and produced in 16mm sound colour. The films are also available in 8mm or video versions.
The accompanying exploitation material for each film consists of a C30 cassette with aural comprehension exercises, a photo-workbook, a set of slides and a Teacher's Guide which includes a filmscript.

To: Mary Glasgow Publications Ltd, Brookhampton Lane, Kineton, Warwick CV35 0JB
Please send me further information about A Farm in the City *and* Double Act *as soon as it is available.*
Name: .....
Address: .....
.....

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Glasgow, G3 6XN
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camera talks

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CONCORD FILMS 1978/79 CATALOGUE

A comprehensive collection of 16mm films on all issues of social concern. The new catalogue is fully illustrated and describes around 2,000 different titles.

The catalogue will shortly be available price £1.00 from CONCORD FILMS COUNCIL LTD., 201 FELIXSTOWE ROAD, IPSWICH, SUFFOLK. Telephone: (0473) 76012.

TES
Special Insets 1978

A complete list of the special insets planned for publication in the TES during 1978 is now available. If you would like a copy of this list, please write to the Advertisement Manager, The Times Educational Supplement, PO Box 7, New Printing House Square, Gray's Inn Road, London WC1X 8EZ.

THE TIMES EDUCATIONAL SUPPLEMENT

"There is nothing magic or mysterious about recording television on a disc . . ." Adrian Hope describes the latest developments in

Video disc systems

It has for many years now been the dream of scientists to record both sound and vision together on a gramophone record. The quest for this seemingly impossible dream dates back to the 1920s, when John Logie Baird recorded signals on a 78 rpm gramophone record. But picture quality was so poor that the idea died the natural death of a transitory gimmick.

There is nothing magic or mystical about recording television on a disc, just as there is nothing magic or mystical about recording television on tape. Television pictures are produced on a screen by feeding rapidly fluctuating electrical currents (video signals) into a circuit which controls the brilliance of a spot of light which is rapidly scanning the front face of a television picture tube.

Sound is reproduced by feeding rapidly fluctuating electrical currents (audio signals) into a circuit which drives a loudspeaker to produce audible sound. There is no basic reason why those electrical video signals should not be recorded on a disc or tape, just as electrical audio signals have for many years been recorded on disc and tape.

It is just more demanding to record video than audio. This is due mainly to the fact that video signals fluctuate much more rapidly (or at higher frequency) than audio signals. Thus there is a need to record a much greater "bandwidth" of signals on a video disc or video tape than on an audio disc or audio tape, and this places a far greater "strain" on the recording medium and the technology surrounding it.

To record signals high enough in frequency to contain colour TV picture information, it is necessary to move the recording medium very fast. In a video tape recorder, the tape moves relatively slowly but the recording heads spin round at something approaching twenty miles an hour. In a video disc system, the recording and playback heads remain stationary just as the pickup head of a domestic gramophone remains stationary, and the disc rotates very fast past the head.

Whereas an audio LP rotating at 33⅓ rpm usually contains frequencies of only up to 20,000 cycles per second (or 20 kHz), a video disc rotates at up to 1500 rpm and contains frequencies of up to 3 million cycles a second (3 MHz).

There are various different ways of recording video information on a disc. The first to be adopted commercially was that devised by Telefunken of Germany and Decca of the United Kingdom. Their system, Teldec, was first shown at the Berlin Radio Show of 1971.

Teldec discs have been marketed on the Continent, especially Germany, along with players which enable the ten minutes of colour programme which they each contain to be replayed through a domestic TV receiver.

The Teldec disc is in many respects very similar to a floppy version of an audio LP. The grooves are, however, much finer and more closely spaced than on an audio LP, and vary only in a vertical (hill-and-dale) fashion, rather than the side-by-side (lateral) fashion of a conventional gramophone record. The groove is tracked by a special pick-up which has a diamond stylus shaped like the prow of a boat to sense the tiny hill-and-dale variations as they flash past.

Teldec will go down in history as the first video disc system put on the domestic market and capable of producing colour TV from what is really nothing more than a glorified gramophone. But is has not proved a commercial success and has never been launched in the United Kingdom. It is, in fact, likely that Teldec will soon die a natural death.

But there are several other systems which are either under development or developed and currently sitting in a laboratory waiting for the right commercial climate to stimulate their mass production and commercial launch. Some developed systems have become obsolete before the time was considered ripe for their launch!

There is, for instance, currently something of a mystery over what has happened to the system developed by RCA in the United States. The RCA disc is made of plastic, coated with metal. The disc surface carries a groove, just like an ordinary audio LP, and this groove is tracked by a pick-up stylus, again rather similar to that of an ordinary gramophone.

The speed at which the RCA disc rotates is somewhere between the 33⅓ rpm speed of an audio disc and the 1,500 rpm speed of a Teldec disc (around 450 rpm). Although the groove is tracked by a stylus, this stylus does not sense the video signals mechanically, in the manner of Teldec or an audio gramophone record. Instead, the stylus and the disc together function as a variable capacitor or condenser. The metal coating of the disc varies in character, so that the overall capacitance of the disc and stylus taken together varies.

As anyone with any electronics background will know, a variation in capacitance can easily be made to produce a corresponding variation in electrical current. So as the RCA disc rotates, the rapid fluctuations in capacitance which it produces in turn produce a rapidly fluctuating video signal. Although the system has never been launched in this country, those who have seen it work in the United States bring back tales of how impressive the results can be.

So far the most hopeful system in the pipeline has been the Philips video disc, developed in Holland. MCA in the United States is backing the Philips system, and Thomson CSF in France has independently developed something fairly similar.

The Philips VLP (Video Long Play) video disc works with light. The disc, looking rather like a silver-plated audio LP, acts as a mirror, of which the reflective characteristics vary minutely over its surface. As the disc rotates on a turntable, not unlike a modern and sophisticated hi-fi gramophone (but running at 1,500 rpm) it is "tracked" by an intense and sharply focused beam from a small laser. The light from the laser shines down onto the disc mirror surface, and successively illuminates a myriad of tiny variations in reflective character that go to make up its surface. These variations cause corresponding fluctuations in the laser beam as it bounces off the surface.

The fluctuating laser beam reflected from the disc surface is focused on a light-sensitive cell, which (rather like the light-sensitive cell in an optical film projector) converts the light fluctuations into electrical video and audio signals. These are then used to create a picture on a TV screen.

The French Thomson CSF system differs from the Philips system mainly in that the Thomson disc is transparent, rather than reflective, and has minute variations of optical density rather than reflective characteristics. So, with the Thomson system, the disc fluctuates the laser beam as it passes through the disc, rather than as it reflects off its surface as with the Philips system.

At a recent conference in London, both the Philips and Thomson systems were shown, and discounting discrepancies due to the different colour TV systems used here and in France (PAL in most of Europe, but SECAM in France) it seems likely that both systems can be relied on to produce around half an hour of good colour TV pictures from a single disc of size similar to an ordinary audio LP.

Nevertheless, official launch of the Philips system continues to be delayed and postponed. In the summer of 1977, Philips at Eindhoven were still talking of a launch later in the same year. Now the company "intends to test-market the VLP in the United States in the Autumn of 1978" and confirms that "introduction of the VLP into Europe . . . is not expected to be earlier than late 1979".

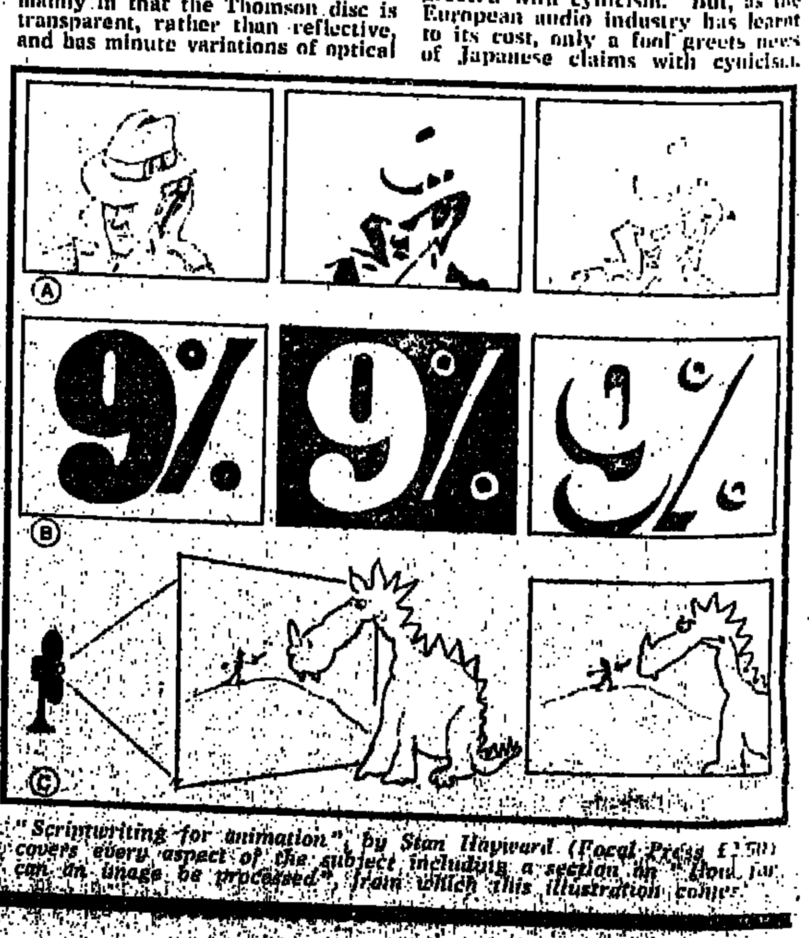
For a long period there was a marked silence from Japan. But it would be uncharacteristic of the Japanese electronics industry to ignore such a massive potential market.

Indeed, coincident almost to the day with demonstration of their system by Philips and Thomson in London came news from Japan of an entirely new video disc system from Matsushita, makers of National video tape equipment. The Matsushita video disc is called Visc (with hindsight, the obvious name for any video disc!) and is in many respects an extension of the ordinary audio LP.

Thus, instead of using the new techniques of laser or capacitance tracking, Visc takes over where Teldec leaves off and encodes up to an hour of television picture plus two-channel sound on each side of a vinyl record superficially similar to an ordinary LP and pressed using the same machines.

According to Matsushita, the Visc player relies on components similar to those already available for audio disc reproduction. The secret of Visc seems to be twofold. First, the signals are impressed into the groove in digital form (i.e. computer language); second, the stylus used both to cut and track the Visc groove is formed according to wholly new diamond shaping technology.

It is unlikely that Viscs will be seen in the United Kingdom before the end of the decade, and were it not for the track record of the Japanese electronics industry for making apparently impossible ideas work, news of Visc would be greeted with cynicism. But, as the European audio industry has learnt to its cost, only a fool greets news of Japanese claims with cynicism.



"Scriptwriting for animation", by Stan Hayward (Focal Press £2.50) covers every aspect of the subject including a section on "How far can an image be processed", from which this illustration comes.

SECONDARY
Continued from Page 24

Deputy Headships Senior Masters/Mistresses

EALING
(London Borough)
EDUCATION SERVICE
BRENTSIDE HIGH SCHOOL
Greenford Avenue, Hanwell, London W7 1JJ

Required as soon as possible, DEPUTY HEAD (Group XI) to join the Senior Management team of this expanding High School. Duties will include the overall direction of the pastoral work in the school, with particular responsibility for girls' welfare and liaison with all the supporting services, assistance with general administration and day-to-day organisation.

A Deputy Head (Group XI) salary plus London Allowance £402.

In appropriate cases, subject to conditions, assistance may be granted for legal fees for house purchase, removal expenses, lodging, subsistence and travel expenses whilst looking for accommodation.

Letters of application to the Head (Mr. W. H. Roberts) at the school, giving details of experience and qualifications together with names of two referees by 27th January, 1978.

HAMPSHIRE
APPLEMORE COMPREHENSIVE SCHOOL,
Dibden Purlieu, Nr. Southampton
(N.o.r. 900), 11-16 Mixed. Group 10.

SENIOR MISTRESS. Responsibility for welfare of girls. French teacher an advantage. Required April, 1978.

Application and curriculum vitae with S.A.E. to Head.

HILLINGDON
(London Borough of)
SOUTHBOURNE SCHOOL,
Southbourne Gardens, Ruislip HA4 9TH
(Number on roll 902—52 in Sixth Form)
Head Teacher, J. L. Stibbs, M.A.
SECOND MASTER / MISTRESS (Salary, Group 10 Deputy Head)

Main duties will comprise responsibility for the day to day running of the school, including staff substitution and oversight of general discipline; supervision of staff duties; assisting the Headmaster in the care and support of probationary and student teachers, organisation and development of the Careers Department and liaison with the Careers Service. He/She will be expected to participate fully in the policy making of the senior management team. The vacancy arises through the retirement of the present holder.

Application forms from and returnable to the Head Teacher. Please enclose a stamped addressed envelope. Closing date January 23, 1978.

London Allowance Payable.
75 per cent removal expenses and some assistance with accommodation in appropriate cases.

NEWHAM
(London Borough of)
LITTLE ILFORD SCHOOL
Browning Road, London E12 6LT
Roll 1,320 Co-educational
Head Teacher, Mr. R. G. H. Andrews, B.A., M.Ed.
Required for April, 1978—
A SECOND DEPUTY HEADMASTER/HEADMISTRESS. Duties will include oversight of the Pastoral System and of Probationary and Student Teachers.
Group 11 (eleven), Burnham Scales, Plus London Allowance £402, Plus Social Priority Allowance £201 or £276.

Further details may be obtained from the Head Teacher (Telephone 01-478 8024). Application forms may be obtained from the undersigned to whom they should be returned by January 30, 1978.

J. S. Wilkie, M.A., Ph.D., Director of Education, Education Offices, Broadway, Stratford, London E15 4BH.

Education Committee

The Borough is within easy access of Central London and bordered by Epping Forest.

Required for Easter, 1978:

William McGuffie High School
Greenleaf Road, London E17 6QR
Headmaster: Mr. P. L. Gould

Deputy Head Teacher

Group 6, plus £312 for salary purposes, plus £297 London Allowance.

Applications are invited for the Deputy Headship of this 11 to 14 Mixed Comprehensive High School with 400 pupils on roll. The post offers admirable scope for a teacher with energy and initiative who is interested in both curriculum development and pastoral care.

Closing date: January 19, 1978.

Application forms and further details obtainable on receipt of stamped addressed envelope from the Chief Education Officer, London Borough of Waltham Forest, Municipal Offices, High Road, Leyton, London E10 5QJ.

London Borough of Waltham Forest

Deputy Head
(Community)

Required from Summer Term, 1978, at
Coggeshall, The Honywood School (Group 8)
Westfield Drive, Coggeshall, Nr. Colchester, Essex
(Tel. No. Coggeshall 61231)
Headteacher: K. Hotchin, B.A., A.M.B.I.M.

The person appointed will be responsible for the development of a vigorous Community Education Programme for the towns of Coggeshall and Kelvedon by encouraging and coordinating close involvement between the school, voluntary organisations, statutory agencies and the general public.

Candidates should be enthusiastic and persuasive and capable of devising imaginative schemes to promote and achieve the desired commitment from all concerned.

The Deputy Head (Community) will be expected to display significant leadership as a member of the senior management team of this community/comprehensive school.

Full particulars and an application form may be obtained from the Area Education Officer, North West Essex Area, Crossman House, Station Approach, Braintree, Essex, to whom applications should be returned by January 20, 1978.

Essex County Council

SUFFOLK
COUNTY COUNCIL
GREAT CORNARD UPPER SCHOOL,
near Sudbury
(Group 11)

The post of DEPUTY HEAD at this new purpose-built comprehensive Upper School (13 to 18 mixed) will be vacant from April, 1978, due to the promotion of the present holder to a local headship.

The school has approximately 1,000 on roll, with 140 in the Sixth Form, and the school is due to increase further in size to just over 1,100. In seeking to fill this post a candidate with sound academic qualifications, an interest in curriculum development, and proven powers of leadership is required.

Further details and application forms are obtainable (stamped addressed foolscap envelope, please) from the Headmaster, Great Cornard Upper School, Head Lane, Great Cornard, Sudbury, Suffolk CO10 0JU, to whom completed forms should be returned by January 27, 1978.

SUFFOLK
COUNTY COUNCIL
SAMUEL WARD UPPER SCHOOL
Haverhill
(Group 10)

Required for September, 1978, DEPUTY HEAD, to work closely with the Headmaster in establishing and developing this new purpose-built Upper School (13-18 mixed) which will open in September, 1978, with a fully comprehensive intake. Candidates should have good academic qualifications and substantial relevant experience. The local housing authority are prepared to give special consideration to the provision of housing for teachers.

Further details and application forms are obtainable (stamped addressed foolscap envelope, please) from the Area Education Officer, Shire Hall, Bury St. Edmunds. Closing date for applications: 20th January, 1978.

SUFFOLK
COUNTY COUNCIL
NACTON HEATH HIGH SCHOOL
Nacton Road, Ipswich IP3 9PZ
Head Teacher: Mr V. Brookes

Required for September 1978 SECOND MISTRESS/MASTER (Group 2).

The school has a 10 form entry and is a mixed comprehensive with approximately 1,375 pupils aged from 11-16 on roll. The vacancy arises on the retirement of the present Second Mistress.

Application forms and further details are obtainable from the Head Teacher at the School: please enclose S.A.E.

SUFFOLK
COUNTY COUNCIL
STOWUPLAND HIGH SCHOOL
(Group 10)

Required for September, 1978, DEPUTY HEAD for this new purpose-built High School (13-18 mixed) which will open in September, 1978.

This is an excellent opportunity for a person with energy and enthusiasm to contribute to the policy formulation and planning of a new school.

Further details and application forms are obtainable (stamped addressed foolscap envelope, please) from the Area Education Officer, Shire Hall, Bury St. Edmunds.

WARWICKSHIRE

HARRIS C.E. HIGH SCHOOL
Rugby
(641 on roll)

Required Easter, DEPUTY HEAD TEACHER, Group 9. Applicants must be communicant members of the Church of England.

Details and application form available from Eastern Area Education Officer, Myson House, Railway Terrace, Rugby CV21 3HG. (Closing date January 16. S.A.E., please.)

WILTSHIRE
PENHILL SECONDARY SCHOOL
Cricklade Road, Swindon, Wiltshire
(Headmaster: T. K. Hancock, B.A.)
Required from Easter 1978
DEPUTY HEAD. Group 8

This is a Comprehensive High School, taking boys and girls from 11-14 years of age. It is situated three miles north of the centre of Swindon. The post becomes vacant on the retirement of the present holder.

Further details and application form (S.A.E.) available from The Chief Education Officer, Area Education Office, Sanford House, Sanford Street, Swindon SN1 1QH.

Remedial Posts

Heads of Department

SUFFOLK
COUNTY COUNCIL
NACTON HEATH HIGH SCHOOL
Nacton Road,
Ipswich IP3 9PZ
(Roll 1,388; 11-16 Mixed)
Head Teacher: Mr. V. Brookes

Required for April, 1978, HEAD of Department (Scale 3) at this school which accommodated its first year fully comprehensive intake in September, 1977.

Further details and application forms are available from the Head at the school. S.A.E. please.

Other Posts on Scale 2 and above

DEVON
ADVISORY REMEDIAL TEACHER
Applications are invited from suitably qualified persons for the post of ADVISORY REMEDIAL TEACHER to serve an area in the Eastern part of the County. Additional qualification and experience essential but post suitable for a young enthusiastic person.

Scale 3 post.

The successful applicant will be expected to take up the appointment in April, 1978.

Application forms and further details (s.a.e., please), from Area Education Office, Morwenstow, 7 Barnfield Crescent, Exeter, returnable by January 24, 1978.

LINCOLNSHIRE
PERIPATETIC REMEDIAL TEACHER
LINCOLN DIVISION
Burnham Scale 2 £3,009 to £4,713
Applications are invited for the post of PERIPATETIC REMEDIAL TEACHER, Lincoln Division, southern part, to commence in Summer Term 1978.

Relevant supplementary qualification and experience desirable.

Car and subsistence Allowance payable.

Further particulars and application forms on receipt of S.A.E. from the Divisional Education Officer, 4 Lindum Road, Lincoln LN2 1NL, to whom they should be returned by January 20, 1978.

Scale 1 Posts

HAMPSHIRE
APPLEMORE COMPREHENSIVE SCHOOL
Dibden Purlieu, near Southampton
Number on roll 900 11-16 Mixed
Scale 1 Temporary 2 Terms
Mainly REMEDIAL for slow learners
Physical Education an advantage.
Application and curriculum vitae with S.A.E. to Head.

HAMPSHIRE
PETERSFIELD SCHOOL,
Cranford Road, Petersfield
11-19 Comp. Mixed 1,250 on roll
TEACHER for REMEDIAL DEPARTMENT.
Curriculum vitae, two referees to Head with S.A.E.

HARROW
EDUCATION COMMITTEE
MOUNTVIEW HIGH SCHOOL
Elsher Road, Harrow Weald, Middlesex
427 2075
Required for April, an experienced REMEDIAL TEACHER to teach in this coeducational high school (12 to 16 years). The teaching required could vary from taking small classes to withdrawal work on a small group or individual basis. A genuine interest in, and a sympathetic understanding of the needs of less able pupils is essential. Willingness to assist with some French in Lower School would be helpful.

Application forms from and to be returned to the Head of the School by 16th January.

LEICESTERSHIRE

RUSHEY MEAD SCHOOL
Melton Road, Leicester
Comprehensive 11-16
Roll 1,221

REMEDIAL AND GENERAL
Scale 1

Required January or April
Further details from the Head. Apply immediately (no forms) with full particulars and the names and addresses of two referees (S.A.E.).

SUFFOLK
COUNTY COUNCIL
HOWARD MIDDLE SCHOOL
Beard Road, Bury St. Edmunds
(Mixed Comprehensive 9-13. 640 on Roll)
Required for April, 1978:
Experienced REMEDIAL TEACHER (Scale 1 plus Special Class allowance).
Further details and application forms obtainable (stamped addressed foolscap envelope, please) from the Headmaster.

WEST SUSSEX
NORTH EASTERN AREA
THOMAS BENNETT SCHOOL
Ashdown Drive, Tilgate, Crawley, Sussex
Required as soon as possible, TEACHER for pupils exhibiting behavioural problems in class situations (13 to 16 years age group) of this established mixed Comprehensive School. A challenging post to pilot the establishment of an adjustment unit within a normal school situation. Temporary post to July, 1979, in first instance.

Applications by letter to Headmaster naming two referees.

By Subject Classification

Art and Design

Heads of Department

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
GRAVESHAM DIVISION
THAMESVIEW SCHOOL
Thong Lane, Gravesend
Required for April 1, 1978, MASTER or MISTRESS to be HEAD of ART DEPARTMENT (Scale 3). The Art teaching is carried on in three self-contained specialist rooms, one liberally equipped for Pottery, one for Fabric Printing and Graphic Work, one for lower school (11 to 13+) combined course. In addition there is an open sculpture court and projects area. The teacher appointed would be expected to work closely with the other creative disciplines.

Thamesview School opened in September, 1968, in new purpose-built accommodation and serves a large private housing estate on the east of Gravesend. The school has now reached its maximum size, 1,100 boys and girls on roll up to the age of 16. "O" level and C.S.E. courses are already well established.

Other Posts on Scale 2 and above

HILLINGDON
(London Borough of)
ABBOTSFIELD SCHOOL
Clifton Gardens, Hillingdon UB10 0EX
(Number on roll 994—103 in Sixth Form)
Head Teacher: P. J. Woods, B.A.
ART/CERAMICS TEACHER (Scale 2). Required for April, 1978 (or earlier if possible) an experienced and energetic 3D teacher with special interest in ceramics. The Art and Design Department consists of four full-time art staff plus a technician and has four fully equipped art studios. The person appointed would be required to teach Art and Crafts to A.E.B. "A" level Pottery to London "A" level as well as Mode 3 C.S.E. course for 4th, 5th and 6th form pupils.

Application forms from and returnable to the Head Teacher.
London Allowance Payable.

Scale 1 Posts

BARKING
(London Borough of)
BISHOP WARD R.C. COMPREHENSIVE SCHOOL
Wood Lane, Dagenham.
(Roll 700 boys)
Required for January, 1978, or as soon as possible thereafter:—
ART/CRAFT. Two enthusiastic TEACHERS required to join a dynamic team developing the inter-relationship between Art and Technology. The posts offer the opportunity of bridging the work of the Art and Craft departments and developing in the pupils an appreciation of the aesthetic qualities in the realization of 3D design. Ideally applicants should be familiar with both the Art and Heavy Craft teaching environment. Scale 1.

London Addition £403 per annum. Reimbursement of removal expenses in approved cases.

Application form available (s.a.e.) from the Head Teacher returnable by January 19, 1978.

HAMPSHIRE

HEADSHIP—GROUP 10
REGENTS PARK GIRLS COMPREHENSIVE SCHOOL
(900 Girls ages 12-16 years)

Applications are invited for the Headship of this school from September, 1978, on the retirement of Miss J. Evans. The Authority wishes to appoint a new Head who will maintain the high quality of the school.
Further particulars and application forms may be obtained by sending S.A.E. to:
The Area Education Officer (SW1),
Arundel Towers North,
Portland Terrace,
Southampton SO9 4XE
Closing date for application: 16th January, 1978.

HEADSHIP

Basildon & Brentwood Area
BARSTABLE (COMPREHENSIVE 11-18 YEARS) SCHOOL
Timberlog Close, Timberlog Lane, Basildon
(Roll 1,438) Group 12

For this well-established 11-18 Comprehensive School with effect from the beginning of the Autumn Term, 1978.

Closing date: 27th January, 1978.

Application forms and further details obtainable from the County Education Officer, P.O. Box 47, Market Road, Chelmsford.

Essex County Council

County of Cleveland

SECONDARY SCHOOL

Head Teacher

COULBY NEWHAM SECONDARY SCHOOL (GROUP 9)

Applications are invited from suitably qualified and experienced teachers for the post of HEAD TEACHER of this new four-form entry (600 places) 11-16 county comprehensive school. The school will open in September, 1978, and it is hoped that the successful applicant will take up duties at the commencement of the Summer Term on 6th April, 1978.

The accommodation on the school site includes Youth and Community facilities.

Financial assistance with household removal expenses is available in aproved cases.

Forms of application and further details are obtainable from the County Education Officer, Education Offices, Woodlands Road, Middlesbrough, Cleveland TS1 3BN, and should be returned by not later than 27th January, 1978.

NORFOLK
COUNTY COUNCIL
Education Department

(1) Required from 1st September, 1978:
Heads Designate for the following new High Schools:
(a) Hethersett High School (Group 9)
(b) Taverham High School (Group 9)

These new High Schools, at present under construction, will open in September, 1979. The Heads Designate will be appointed from 1st September, 1978, and will be based at adjacent schools. They will have certain teaching commitments there, whilst at the same time undertaking the detailed arrangements for equipping and staffing the new schools.

(2) Required for 1st May, 1978.
Head for Claydon Secondary School (Gorleston-on-Sea, Gt. Yarmouth) (Group 8 Co-educational; Roll 589)

Application forms and further details may be obtained from the County Education Officer, County Hall, Martineau Lane, Norwich, NR1 2DL. A stamped addressed foolscap envelope must be enclosed.

Completed applications must be returned by 20th January, 1978.

SECONDARY
Art and Design
continued

CROYDON
(London Borough of)
NORBURY MANOR GIRLS' HIGH
Kensington Avenue, Thornton Heath, Surrey CR4 8BT
01-679 0062
Tenable beginning of summer term 1978
ASSISTANT TEACHER for ART required in this comprehensive school for 760 girls aged 11 to 14 years. There are two art rooms and a pottery kiln.
Salary Burnham Scale 1, with London Area Allowance.
Reasonable removal expenses will be reimbursed (details on request).
Please send s.a.e. for application form from and returnable to the Head Teacher at the above address as soon as possible.

HAMPSHIRE
PETERSFIELD SCHOOL
Cranford Road, Petersfield
(11-19 Comp. Mixed, 1,230 on roll)
ART
Curriculum vitae, two referees to Head with S.A.E.

HILLINGDON
(London Borough of)
ABBOTSFIELD SCHOOL
Clifton Gardens, Hillingdon UB10 0EX
(Number on roll 994—103 in Sixth Form)
Head Teacher: P. J. Woods, B.A.
Required for April, 1978 an energetic and enthusiastic ART TEACHER (Scale 1). The Art and Design Department has four studios and four full-time staff. Art and Ceramics are taught to all boys in Years 1 to 5.
Examinations range from C.S.E. to "A" level.
The successful candidate would be required to teach mainly 3D work and examination classes could be available to a suitable applicant.
Application forms from and returnable to the Head Teacher. Please enclose a stamped addressed envelope.
London Allowance Payable.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
GRAVESHAM DIVISION
NORTHFLEET SCHOOL FOR BOYS
Colyer Road, Northfleet
(8-form Comprehensive Intake)
Required for January for one term only, a TEACHER of ART/CRAFT. Ability to offer some form of work using wood as a medium an advantage but not essential.
Apply by letter to the Headmaster at the school, or telephone Gravesend 5802, giving full details and the names and addresses of two referees.

Classics

Scale 1 Posts

DURHAM
COUNTY COUNCIL
DARLINGTON LONGFIELD COMPREHENSIVE SCHOOL
11 to 16 years 825 on roll
LATIN/CLASSICAL STUDIES—Scale 1 post available for suitably experienced applicant—well qualified TEACHER required for April, 1978 to teach LATIN to G.C.E. "O" Level. An interest in Humanities could be advantageous but not essential.
Stamped addressed envelope for application form and further details to Area Education Office, "Craig Lea", Uplands Road, Darlington.
Closing date for receipt of applications January 23, 1978.

Commercial Subjects

Heads of Department

HAMPSHIRE
WESTGATE SCHOOL
Winchester
(11-16 Comp. Mixed, 560 on roll)
Scale 3 HEAD of BUSINESS STUDIES required 10th April, 1978 or earlier.
Curriculum Vitae, two referees to Headmistress, with S.A.E.

Other Posts on Scale 2 and above

ENFIELD
(London Borough of)
EDUCATION COMMITTEE
SOUTHGATE SCHOOL
(Mixed Comprehensive)
Sussex Way, Cockfosters, Herts.
(Roll 1,485)
Required for April, 1978, Scale 2 post, TEACHER to be responsible for work in the COMMERCE and BUSINESS STUDIES DEPARTMENT. This post is suitable for an enterprising teacher with good standards.
London Allowance payable £297 per annum.
Consideration given to assistance with removal and relocation costs, temporary housing and two homes allowance.
Application forms (S.A.E.) obtainable from the Headmaster, to whom they should be returned as soon as possible.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
MAIDSTONE DIVISION
THE CORNWALLIS SCHOOL
Linton
(1,400 mixed)
11 to 17 High School
Comprehensive intake. Some transfers to Upper Schools at 13-plus. Courses to C.S.E. and "O" level. Required Summer Term, 1978, TEACHER in charge of BUSINESS STUDIES and TYPEWRITING. Scale 2.
Applications to Headmaster with curriculum vitae and names and addresses of two referees.

Scale 1 Posts

NEWHAM
(London Borough of)
CUMBERLAND SCHOOL
Prince Regent Lane, London E13 8SQ
Roll 1,300 Co-educational.
Head Teacher, Mr. J. A. McDonald.
Required as soon as possible—ASSISTANT TEACHER of SHORTHAND and TYPING. Scale 1.
Burnham Scales.
Plus London Allowance £402.
Plus Social Priority Allowance £207.
Application forms may be obtained from the Head Teacher (telephone 01-511 0231), and should be returned by January 27, 1978.

NORTH YORKSHIRE
COUNTY COUNCIL
RICHMOND SCHOOL
(Co-educational Comprehensive school 11-18, 1,410 pupils, sixth form 180)
Required for January, 1978, TEACHER for COMMERCE (Shorthand/Typing). Scale 1 post.
Applications with curriculum vitae and the names of two referees should be sent immediately to the Headmaster, Richmond School, Darlington Road, Richmond, North Yorkshire.

Domestic Subjects

Heads of Department

BRENT
(London Borough of)
WILLESDEN HIGH (MIXED) SCHOOL
Doyle Gardens, NW10 3ST
(Roll 1,600, 11-18, Social Priority School)
Required in April, if possible, otherwise September, for this comprehensive school:
HEAD of HOME ECONOMICS Department (excluding Needlework). Scale 3 or 4 post according to experience and qualifications. Candidates should be able to create interest and enthusiasm among pupils from a wide variety of ethnic backgrounds. The school has well equipped Domestic Science rooms.
Application forms (s.a.e.) obtainable from Director of Education, P.O. Box 1, Chesterfield House, 9 Park Lane, Wembley HA9 7RW, returnable to the Head of the school within 10 days.
London Allowance of £402 per annum is payable and there is a scheme for assistance with removal expenses including legal fees, etc., travelling and lodging allowances.

DONCASTER
EDUCATION COMMITTEE
ELLERS HIGH SCHOOL
St. Michael's Road, Bessacarr, Doncaster DN4 6LU
Telephone: Doncaster 55650
(No. on roll, 900)
Applications are invited from suitably qualified and experienced TEACHERS for the appointment from the beginning of the Summer Term 1978, as HEAD of HOME ECONOMICS (Scale 3 Post). The person appointed will lead a team of six teachers within the Department.
This (11-16) co-educational secondary school is housed in modern well equipped buildings. Pupils are prepared for examinations at C.S.E., G.C.E. and single examinations at 16 plus. 80 per cent of removal expenses will be paid in approved cases.
Application forms and further particulars are available from Mr. J. Taylor, Headmaster at the above address (S.A.E. please).
Closing date 19th January, 1978.

HAMPSHIRE
THE HENRY BEAUFORT SCHOOL
Winchester
(11-16 Comp. Mixed, 600 on roll)
HEAD of HOME ECONOMICS (Scale 3) for 10th April, 1978, or 1st September, 1978.
Full curriculum vitae, two referees and S.A.E. to Head by 20th January, 1978.

Other Posts on Scale 2 and above

BARNSLEY
METROPOLITAN BOROUGH COUNCIL
DEARNESIDE SCHOOL
Goldthorpe Road, Goldthorpe, Rotherham
(11-16 Mixed Comprehensive, 1,070 pupils)
Headteacher, L. Dickinson, B.A.
Required for Easter or earlier if possible:
NEEDLEWORK SPECIALIST (Scale 2) available for suitably qualified and experienced applicant, able to take charge of the subject under the Head of Home Economics and work with the Creative Studies Department teaching mixed ability groups throughout the school.
Application forms and further details obtainable from and returnable to the Headteacher (S.A.E. please).

BEXLEY
(London Borough)
WELLING SCHOOL
Elsa Road, Welling, Kent
Required for April, 1978, TEACHER of DOMESTIC SCIENCE to take the subject to G.S.E. and "O" level. Scale 2 post available for applicant who is prepared to continue the development of the Department. Previous applicants will be considered.
L.A.A. £207. Assistance with removal fees, legal expenses and disturbance allowance can be considered.
Application forms available from C.E.O., for Schools (T7), Town Hall, Crayford, Kent and returnable to the School. A S.A.E. (foolscap) should be sent with the request for an application form and further details where applicable.

CROYDON
(London Borough of)
PURLEY HIGH SCHOOL FOR GIRLS
Stoneyfield Road, Old Coulsdon, Surrey CR3 2YG
Telephone: Downland 51101/2
Tenable February, 1978
Required in February, 1978, a TEACHER of NEEDLECRAFT and DRESS. This is an important post and involves the organisation and teaching of C.S.E., O and A level courses.
Salary—Burnham Scale 2 with London Area Allowance.
Reasonable removal expenses will be reimbursed (details on request).
Please send S.A.E. for application form from and returnable to the Head Teacher at the above address as soon as possible.

HAMPSHIRE
WESTGATE SCHOOL
Winchester
11 to 16 Comprehensive Mixed (560 on roll)
Scale 2 NEEDLEWORK
Curriculum vitae, two referees to Headmistress, with S.A.E.

NEWHAM
(London Borough of)
CUMBERLAND SCHOOL
Prince Regent Lane, London E13 8SQ
Roll 1,400 Co-educational.
Head Teacher, Mr. J. A. McDonald, M.A.
Required as soon as possible:—ASSISTANT TEACHER of HOME ECONOMICS, Scale 2.
The successful applicant will be required to teach the subject throughout the school, "A", "O" G.C.E. and C.S.E. Courses are well-established. Own well-equipped room.
Burnham Scales.
Plus London Allowance £402.
Plus Social Priority Allowance £201 or £276.
Application forms may be obtained from the undersigned to whom they should be returned by January 27, 1978.
J. S. Wilkie, M.A., Ph.D., Director of Education, Education Offices, Broadway, Stratford, London E15 4BH.

NORTH YORKSHIRE
COUNTY COUNCIL
HUNTINGTON SCHOOL
York
An eight-form entry fully comprehensive school in new, purpose-built accommodation in pleasant northern outskirts of York.
Required for April, 1978, TEACHER of HOME ECONOMICS, Scale 2, to act as second in Department. The applicants should have experience in teaching all major aspects of the subject but, in particular, be capable of taking over responsibility for the organisation of Dress and Needlecraft.
The teaching accommodation consists of three Domestic Science rooms and two Needlecraft rooms on a semi-open plan with laundry and vanity areas and a separate flat.
Applicants please send curriculum vitae and letter of application to the Headmaster, Huntington School, Huntington Road, York YO3 9PX, within 10 days of the advertisement.

Scale 1 Posts

NORFOLK
COUNTY COUNCIL
EDUCATION DEPARTMENT
THE BROADLAND SCHOOL
Tunstead Road, Hoveton, Norwich, Norfolk
(Group 7 Secondary, 11-16)
Head Teacher Mr. H. Church
April, 1978. Experienced TEACHER for HOME ECONOMICS. Scale 2 available for suitable applicant.
Details and application form (S.A.E., please) from Head Teacher.

OLDHAM
(Metropolitan Borough of)
EDUCATION COMMITTEE
ROYTON AND CROMPTON SCHOOL
Blackshaw Lane, Royton, Oldham
Required for April, 1978, at this 11-16 mixed comprehensive school of about 1,380 pupils, Scale 1 TEACHER of DOMESTIC SCIENCE to C.S.E. and "O" level, with ability to teach some NEEDLEWORK if required.
Send S.A.E. for application form to Director of Education, Education Offices, Old Town Hall, Middleton Road, Chadderton, Oldham OL9 6PP, returnable to him immediately.

Economics

Other Posts on Scale 2 and above

YORKSHIRE
ST. MARY'S COMPREHENSIVE (MIXED) SCHOOL
Menston, Ilkley, West Yorkshire
(Roll 860; Group 10)
Required for September: ECONOMICS (Scale 1/2). Opportunity for keen young Honours Graduate to introduce the subject to the sixth year. Scale 3 appointment not discounted in the case of well experienced applicant with good record at Advanced Level.
Application form and further details (S.A.E., please) from Headmaster, returnable to the Chairman of Governors, Rev. G. Finn, The Presbytery, Bridge Street, Otley, West Yorkshire. Closing date is 11 days after the appearance of this advertisement.

English

Heads of Department

BROMLEY
(London Borough of)
Removal and other expenses paid in approved cases.
RAVENSBOURNE SCHOOL FOR BOYS
Hayes Lane, Bromley BR2 9EH
A well qualified and experienced TEACHER to take charge of the ENGLISH DEPARTMENT required ideally from the Summer Term, 1978. Scale 4 post. The school is fully comprehensive, housed in an attractive range of buildings of several periods in its own grounds and situated close to the centre of Bromley but on the edge of the Green Belt.
Apply directly to the Headmaster, enclosing curriculum vitae and the names and addresses of two referees.

LIMEFIELD LOWER SCHOOL
Church Lane, Bromley BR2 8HD
Required for April, 1978, HEAD of ENGLISH DEPARTMENT, Scale 3, well qualified, experienced and enthusiastic, to take charge of department, teach to all abilities, girls aged 11 to 14 years, and be responsible for the school library.
Apply direct to the Headmistress giving full details.

CROYDON
(London Borough of)
NORBURY MANOR GIRLS' HIGH
Kensington Avenue, Thornton Heath, Surrey CR4 8BT
01-679 0062
Tenable beginning of Summer term 1978
HEAD of ENGLISH DEPARTMENT required from the beginning of the Summer Term, 1978, to lead a team of enthusiastic teachers in this comprehensive school for girls aged 11 to 14 years. There is a well equipped library and a thriving drama club which come within the responsibility of the Department.
Salary—Burnham Scale 3 with London Area Allowance.
Reasonable removal expenses will be reimbursed (details on request).
Please send S.A.E. for application form from and returnable to the Head Teacher at the above address as soon as possible.

DERBYSHIRE
MICKLEOVER SCHOOL
Murray Road, Mickleover
Derby DE3 5LD
HEAD of ENGLISH DEPARTMENT (Scale 3), required for 10th April 1978 (after Easter Holiday). Post vacant due to promotion of present holder.
Applications by letter (including curriculum vitae) handwritten, to the Headmaster at the school before noon on 20th January 1978.

HERTFORDSHIRE
COUNTY COUNCIL
RIVERSMEAD SCHOOL
College Road, Cheshunt, Herts
(830 pupils 11 to 18, all ability, mixed)
Required for April, 1978:
HEAD of ENGLISH DEPARTMENT, Scale 4 plus London fringe allowance.
A well-qualified TEACHER is sought for this post who is experienced in teaching the full age and ability range and who can make a contribution to the development of linguistic skills across the curriculum. Courses for C.S.E. (Mode 3), "O" and "A" level are well established. The school has a well-equipped library with a full-time Librarian.
The Head of English is also a member of the school's Academic Council which advises the Headmaster on major curriculum matters. Modern buildings on superb open site. Housing assistance possible.
Applications to the Headmaster by 18th January with curriculum vitae and names and addresses of two referees.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
TUNBRIDGE WELLS DIVISION
ANGLEY SCHOOL
Cranbrook, Kent
(Roll: 1,200)
Kent Tonnesdale Scheme school
Required from September 1978, TEACHER to direct well-equipped, specialist-staffed ENGLISH Department. Courses to C.S.E. and "O" level Mode 3. Remedial department. Two libraries. Well, of department currently organised on a theme basis.
Applications to the Headmaster by 25 January, naming two professional referees and enclosing S.A.E. please.

Other Posts on Scale 2 and above

BERKSHIRE
BULMERSHE SCHOOL
Woodley, Reading
Required for the commencement of the Summer term at this 11 form entry mixed comprehensive school. A qualified and experienced TEACHER of ENGLISH to take charge of C.S.E. examination arrangements in years 4 and 5. Lodging allowance and relocation expenses scheme in operation.
Forms and further details from the Headmaster, quoting WAS 1177A (S.A.E.). Closing date 27th January, 1978.

SHROPSHIRE
EDUCATION COMMITTEE
THE ABRAHAM DARBY SCHOOL
Stirchley
(13 to 18 Comprehensive 1,450 on roll)
Stirchley District Centre
Telford, Salop
A temporary ENGLISH TEACHER required for one or possibly two terms. Scale 2 or 3 according to qualifications and experience.
Further particulars and forms from the Headmaster (S.A.E.).

WAKEFIELD
(City of)
METROPOLITAN DISTRICT COUNCIL
CASTLEFORD AIREDALE HIGH SCHOOL
(1,350 on roll)
Required Easter, 1978, or as soon as possible—
A TEACHER to be second in charge of the ENGLISH DEPARTMENT, Scale 3, to teach the subject to a full range of ability. Candidates should have a strong interest in Drama. A person of ideas is sought who is capable of promoting curriculum development within the Department.
Requests for application forms and further details (enclosing a S.A.E.) should be addressed to the Education Department, 8 Bond Street, Wakefield, to be returned as soon as possible.

Scale 1 Posts

CHANNEL ISLANDS
ST. PETER PORT [illegible], Guernsey
[illegible]
A vacancy will occur at Spring [illegible] for a full time DRAMA SPECIALIST.
Forms of application may be obtained from the Director of Education [illegible] and should be returned to the Headteacher of the school as soon as possible.

CROYDON
(London Borough of)
ASHBURTON HIGH SCHOOL
Shirley Road, Croydon CR9 7AL
01-656 0222
Tenable 1st May 1978
ENGLISH TEACHER [illegible] team of specialists [illegible] The [illegible] will be expected to [illegible] and other [illegible] throughout the school.
Salary—Burnham Scale 1 with London Area Allowance.
Reasonable removal expenses will be reimbursed (details on request).
Please send S.A.E. for application form from and returnable to the Head Teacher at the above address as soon as possible.

DURHAM
COUNTY COUNCIL
DURHAM GILESGATE COMPREHENSIVE SCHOOL
(11 to 18 years: 1,160 on roll)
ENGLISH [illegible] Scale 1, required for April 1978 to teach subject to C.S.E. "O" level and [illegible].
Stamped addressed envelope for application form to Area Education Office, County Hall, Durham.
Closing date for receipt of applications 23rd January 1978.

ESSEX
INGATESTONE ANGLO-EUROPEAN
(Roll 950)
Willow Green, Ingatestone
Tel.: Ingatestone [illegible]
ENGLISH
Required January at this 6 F.E. co-educational Comprehensive school, a Graduate MASTER or MISTRESS to teach ENGLISH up to and including "O" G.C.E. level. Permanent or temporary (2-term) appointment. London Fringe Allowance (£120) payable.
No forms in first instance. Apply immediately to Headmaster (private number: Danbury 2[illegible]).

HAMPSHIRE
APPLEMORE COMPREHENSIVE SCHOOL
Hilden Purlieu, near Southampton
Number on roll 880, 11-16 Mixed
Scale 1 or [illegible] preferably with DRAMA.
Application and curriculum vitae with S.A.E. to Head.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
MAIDSTONE DIVISION
SWADELANDS SCHOOL
Lenham
(670 mixed)
Rural Setting
Required beginning of Summer Term 1978, TEACHER of ENGLISH.
Apply Headmaster, naming two referees.

LEICESTERSHIRE
BELVOIR HIGH SCHOOL
Belvoir Road, Bottesford, Nottingham
In the Leicestershire Plan for the organization of secondary education
High, 10-14
Roll 450
ENGLISH AND MATHS
Scale 1
Required January
Further details from Head. Apply immediately (no forms) with full particulars and the names and addresses of two referees (S.A.E.).

LEICESTERSHIRE
CROWN HILLS SCHOOL
Gwendolen Road, Leicester
(Comprehensive 11-16)
(Roll 920)
ENGLISH
(Scale 1)
Required January or April. Ability to assist with [illegible] English an advantage.
Further details from Head. Apply immediately (no forms) with full particulars and the names and addresses of two referees (S.A.E.).

LEICESTERSHIRE
KIBWORTH HIGH SCHOOL
School Road, Kibworth Beauchamp, Le[icester]
In the Leicestershire Plan for the organization of secondary education
(High 11-14)
(Roll 735)
ENGLISH
(Scale 1)
Required January or [April]
Further details from Head. Apply immediately (no forms) with full particulars and the names and addresses of two referees (S.A.E.).

LEICESTERSHIRE
RUSHEY MEAD SCHOOL
Melton Road, Leicester
Comprehensive 11-16
Roll 1,321
ENGLISH
Scale 1
Required January or [April]
Further details from Head. Apply immediately (no forms) with full particulars and the names and addresses of two referees (S.A.E.).

NEWHAM
(London Borough of)
CUMBERLAND SCHOOL
Prince Regent Lane
London E13 8SQ
(Roll 1,400 co-educational)
Head Teacher:
Mr. J. A. McDonald, M.A.
Required as soon as [possible] a TEACHER of ENGLISH [illegible] The successful candidate [illegible] required to work through [illegible] school mainly with older [illegible] including those taking external [illegible]
Burnham Scales plus London Allowance (£402) plus Priority Allowance (£201)
For free details and [illegible] forms may be obtained from Head Teacher (telephone [illegible]) and should be returned [illegible] January, 1978.

NORFOLK
COUNTY COUNCIL
EDUCATION DEPARTMENT
EATON (CITY OF NORWICH) SCHOOL
Eaton Road, Norwich NR4 [illegible]
(Comprehensive, mixed, 11-[illegible])
Headmaster, Mr. J. N. [illegible], M.A. (Cantab.), J.P.
Required from Easter, 1978, Scale 1. A well qualified TEACHER of ENGLISH, capable of teaching the subject throughout the school, and [illegible] C.S.E. work, and [illegible] "O" level [illegible] interest in drama would be [illegible] able.
Candidates in the first [illegible] to write immediately to the Headmaster at the School, giving [illegible] of education, qualifications and experience, with details [illegible] to constitute a curriculum [illegible] the names and addresses [illegible] referees.

NORTH YORKSHIRE
COUNTY COUNCIL
[illegible] COMPREHENSIVE SCHOOL
[illegible] YO8 7[illegible]
[illegible]
Required for April 1978 [illegible] TEACHER of ENGLISH [illegible] throughout the school [illegible] "O" level [illegible]
Further particulars of [illegible] and the post from the Head [illegible] S.A.E. [illegible]
Closing date [illegible]

REDBRIDGE
(London Borough of)
CANTERBURY HIGH SCHOOL
Forest Road, Hainault [illegible]
[illegible]
Head Teacher, Mr. D. J. [illegible], B.A.
Suitably qualified and experienced TEACHER of ENGLISH (Scale 1) required as soon as possible [illegible] to teach [illegible] [illegible] London Fringe Allowance is payable.
Further details are available from the Headteacher at the school to whom applications by letter should be sent as soon as possible giving details of age, education, qualifications and experience together with the names of two referees.

WAKEFIELD
(City of)
METROPOLITAN DISTRICT COUNCIL
PONTEFRACT THE KING'S SCHOOL
(1,045 on roll)
Required for Easter, 1978: A TEACHER of ENGLISH, Scale 1, subject taught to "O" and "A" level.
Requests for application forms and further details (accompanied by S.A.E.) should be addressed to the Education Department, 8 Bond Street, Wakefield, to be returned as soon as possible.



Bartley Green School, Adams Hill, B32 3QJ

Deputy Head Teacher

(Group 10)

required for Summer Term to join senior management team of Head, Deputy Head, Senior Mistress and Head of Lower School.
The person appointed would act as Head of Upper School (Years 4 and 5) and be responsible for the administration of public examinations. In addition there would be administrative and supervisory responsibilities.
Further details and application form available from the Headmaster (Tel. No. 476 9246/7/8).
Closing date: 18th January, 1978.

Swanshurst School, Brook Lane, B13 0TW
(Group 12)

Head of Upper School

Senior Teacher Scale, required for Easter, 1978, to be responsible for the academic progress and pastoral care of the 500 girls in the Fifth and Sixth Years and to take charge of the administration of the external examinations. Vacancy due to promotion. Comprehensive of 1,500, courses to CSE, "O", CEE and "A" Level well established. Applications please to Headmistress.
There is a scheme for assistance with removal expenses.

BIRMINGHAM
CITY COUNCIL

ilea INNER LONDON EDUCATION AUTHORITY

Teachers of Home Economics and Needlecraft

A number of vacancies, both full and part-time posts, are expected shortly in this field of secondary education in Inner London schools.
Applications are now invited from candidates holding relevant qualifications and with suitable experience in either subject willing to be considered for posts in secondary schools, mainly in South and South East London.

For further details and application form please telephone Mr. Mallen or Miss Crawley on 633-7447 or write to the Education Officer, EO/TS2/H, Room 67, The County Hall, Westminster Bridge, London SE1 7PB.

SECONDARY
English
continued

WALTHAM FOREST
(London Borough of)
EDUCATION COMMITTEE
The Borough is within easy access of Central London and bordered by Epping Forest.
London addition to salary payable.
WILLIAM PITT HIGH SCHOOL
Cazenove Road, London, E17 4NR
Head Teacher:
Mr. B. A. Scowen, B.Sc.
Required for Easter 1978: ENGLISH/MATHEMATICS TEACHER (Scale 1) with a sympathetic attitude towards children encountering difficulties in English and Mathematics at this mixed Comprehensive School of 610 pupils aged 11 to 14. Only part of the work involves teaching such children and those with severe problems are taught by Head of Remedial.
Closing date: 18th January 1978.
Application forms and further details obtainable from the Head Teacher on receipt of S.A.E.

Geography

Other Posts on Scale 2 and above

SUFFOLK
COUNTY COUNCIL
SUDBURY UPPER SCHOOL
(Mixed Comprehensive, 13 to 18, 1,000 pupils, 180 in Sixth)
Required for April, 1978:—
Suitably experienced TEACHER (Scale 3) to take charge of AUDIO-VISUAL AIDS and all reprographic work, with main subject preferably GEOGRAPHY, in this purpose-built comprehensive school which opened in 1972.
Further details and application forms obtainable (stamped addressed foolscap envelope, please) from the Headmaster, Sudbury Upper School, Tudor Road, Sudbury, Suffolk CO10 6NW.

Scale 1 Posts

CALDERDALE
(Metropolitan Borough of)
EDUCATION DEPARTMENT
EASTFIELD SECONDARY SCHOOL
Stoney Lane, Lightcliffe, Halifax
Required from Easter, 1978, in this mixed secondary modern school, a YEAR 1 class TEACHER with GEOGRAPHY (Scale 1). Teacher appointed will be responsible for one of six first year classes (age 11-12) for half its teaching programme in English, Geography, History and Linking Integrated Studies. There will be a requirement to teach Geography in the rest of the school including some forms for remainder of timetable.
Application forms and further details obtainable from the Headmaster (S.A.E., please) to whom completed forms should be returned by 20th January, 1978.

DEVON
PUBLIC SECONDARY SCHOOL FOR GIRLS
Cobourg Street, Plymouth
Required for a temporary appointment for Summer Term a TEACHER to teach GEOGRAPHY up to C.S.E. level, together with lower school Games. Scale 1.
Application forms (stamped addressed envelope) from Headmistress returnable to her within 14 days.

PORTSMOUTH
PORTSMOUTH GRAMMAR SCHOOL
(H.M.C., D.G./Independent, 750 boys)
Required for September, MASTER or MISTRESS to teach GEOGRAPHY to "O", "A" and scholarship level.
Applicant with strong interest in Geomorphology preferred. Geology to "A" level available, but this is not essential. Regular field work is strongly represented in the curriculum. Burnham Scale 1.
Apply, with curriculum vitae and names and addresses of two referees, to the Headmaster, Portsmouth Grammar School, High Street, Portsmouth PO1 2LN.

STOCKPORT
(Metropolitan Borough)
Required as soon as possible:—
SECONDARY
HEDDISH VALE COMPREHENSIVE SCHOOL
Reddish Vale Road, Reddish
TEACHER of GEOGRAPHY/GEOLOGY (reference 697/TES), Scale 1 (Temporary), required for this 11 to 18 comprehensive school.
Application forms and further details from the Head Teacher, quoting reference, to be returned to the Head Teacher by January 20, 1978. If you require an acknowledgment, enclose a stamped addressed envelope, BTAP.

SUFFOLK
COUNTY COUNCIL
NORTHGATE HIGH SCHOOL
Sidegate Lane, Ipswich IP4 3DL
(11 to 18: mixed; roll, 2,023)
Head Teacher, Mr. D. W. Ockelton
Required from February 20, 1978, GRADUATE to teach GEOGRAPHY (Scale 1) throughout the school (comprehensive first year, up to "A" level G.C.E.).
Applications, both from teachers wishing for a temporary post and from those seeking a permanent post from April or September, 1978, to be sent to the Head at the school, immediately. Please enclose S.A.E.

If you have something to sell or something you want to buy, your fellow readers of the TES might be the right people to talk to. There are over half a million of them and an advertisement could cost as little as £2.28.

FOR SALE AND WANTED

If you are interested please ring Mrs Annice Lightfoot, The Times Educational Supplement, Times Newspapers Limited, Gray's Inn Road, London WC1X 8EZ. Telephone 01-837 1234.



SUTTON
(London Borough of)
WILSON'S SCHOOL
Wallington, Surrey SM6 9JW
Required at this Voluntary Aided School for 720 boys for September, a GEOGRAPHER to teach the subject throughout the school. An interest in Field Studies would be expected. The school has its own Field Studies Centre in Brecon-shire. Candidates should have an interest in outside activities (C.C.F. would be particularly welcome). The school is substantially composed of boys of good academic ability.
The Governors recently removed the Foundation from Inner London to a new site and the school has the most modern facilities. The Sixth Form is expected to grow to 150 to 200 boys engaged mainly upon "A" level courses.
Applications with curriculum vitae and names of two referees to the Headmaster at the school by January 20, 1978.

History

Heads of Department

DORSET
POOLE GRAMMAR SCHOOL
Gravel Hill, Poole
(780 boys, 13 to 18)
Required September, 1978, a GRADUATE HEAD of HISTORY DEPARTMENT (Scale 3).
Assistance with removal and legal expenses.
Full particulars and application form on receipt of S.A.E. from the Headmaster.

Scale 1 Posts

BUCKINGHAMSHIRE
AYLESBURY VALE DIVISION
GRANGE COUNTY SECONDARY SCHOOL
Wendover Way, Aylesbury
Head Teacher: E. R. Dorrance, B.Sc.
(1,240 boys and girls)
Required as soon as possible: GRADUATE HISTORY TEACHER with ability to teach to C.S.E., "O" and "A" levels. Must be interested in and willing to work as a member of a team. Ability to teach Geography, Integrated Studies or Religious Knowledge as second subject.
Removal expenses (up to £150) payable in approved cases; also housing allowances for married teachers unable to find immediate accommodation.
Application by letter to Headmaster.

DERBYSHIRE
NOEL BAKER SCHOOL
Bracknell Drive, Alvaston, Derby DE2 0BR
Headmaster, G. John, J.P., B.A., B.Sc. (Econ.)
Telephone: Derby 72036
Required from 17th February to the end of the Summer Term, a temporary TEACHER (Scale 1) for HISTORY throughout the school.
Applications by letter to the Headmaster immediately.

Humanities

Other Posts on Scale 2 and above

LEICESTERSHIRE
ROWLEY FIELDS SCHOOL
Lyncote Road, Leicester
Comprehensive 11-16
Roll 809
HUMANITIES AND GENERAL SUBJECTS
Scale 1 possible 2 for well qualified applicant.
Required January or April. To teach mainly in the Humanities area. A teacher of some versatility and a willingness to teach across a number of subject disciplines and with an interest in pupils with learning difficulties.
Further details from the Head. Apply immediately (no forms) with full particulars and the names and addresses of two referees (S.A.E.).

Scale 1 Posts

LEICESTERSHIRE
CROWN HILLS SCHOOL
Gwendolen Road, Leicester
Comprehensive 11-16
Roll 920
GENERAL
Scale 1
Required January or April. Any combination of ENGLISH/HISTORY/GEOGRAPHY.
Further details from the Head. Apply immediately (no forms) with full particulars and the names and addresses of two referees (S.A.E.).

Mathematics

Heads of Department

ESSEX
ONGAR COMPREHENSIVE
(Roll 1,500)
Fyfield Road, Ongar
(Tel.: Ongar 3232)
HEAD OF MATHEMATICS
Scale 4. Required Easter, 1978. Successful applicant will lead a team of 11 staff accommodated in a suite of rooms, consisting of three mathematics laboratories, a statistics laboratory, two classrooms, a resources area, a seminar room, computer room and faculty office. There are well-established courses leading to C.S.E. and G.C.E. "O" level mathematics, computer studies and statistics. "A" level courses include pure mathematics, applied mathematics, statistics and computer studies. Head of mathematics is a member of the middle-management team and is expected to contribute to policy decisions within the school.
Application forms and further particulars may be obtained from the Head of the school, to whom completed application forms should be returned. (Foolscap S.A.E., please.)

HAMPSHIRE
DANEMARK SCHOOL
Winchester
11-16 Comprehensive Girls' School, 860 on Roll
HEAD of MATHEMATICS, Scale 4 for September 1978, Trained Graduate preferred.
Curriculum Vitae, two referees to Headmistress, with S.A.E.

HUMBERSIDE
EDUCATION COMMITTEE
SCUNTHORPE DIVISION
WINTERTON COMPREHENSIVE SCHOOL
Winterton, near Scunthorpe
(Number on roll 800)
Headmaster: A. Ecclestone
HEAD of MATHEMATICS DEPARTMENT. Scale 4. Required for commencement of Summer Term, 1978, a well-qualified and experienced teacher of Mathematics to take charge of the Department.
Application forms may be obtained from the Headmaster at the school (or STAP) and should be returned by 23rd January, 1978.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
GRAVESHAM DIVISION
SOUTHFIELD SCHOOL
Colyer Road, Northfleet, DA11 8RQ
An upper school (within easy reach of London and the Kent Coast and countryside), providing a wide range of courses to G.C.E. "O" and "A" level examinations for boys of academic ability entering at 13 plus from High Schools (Roll 370 (178 in sixth forms)).
Required from beginning of Summer Term 1978 (11th April) HEAD of MATHEMATICS DEPARTMENT (Scale 4). There are 80 boys in four "A" level Maths sets and all boys in the main school take the "O" level examination. S.M.P. courses and some traditional courses. The present holder of the post is also responsible for hockey.
Apply immediately by letter to the Headmaster giving full details of qualifications and experience and quoting the names and addresses of two referees. All applications will be acknowledged and interviews will be arranged without delay.

LANCASHIRE
BURY CONVENT GRAMMAR SCHOOL
(700 girls)
(To be reorganized 1979)
MATHEMATICS. Required April 1978, HEAD of DEPARTMENT: Scale 3 post.
Letters of application with names and addresses of two referees by January 13th, to Headmistress, Bury Convent Grammar School, Manchester Road, Bury, Lancashire. Telephone: 061 764 4968.
Also required: Temporary TEACHER for ENGLISH for years one to four. To begin 15th February. Possibility of post becoming a permanent one.

CITY OF SALFORD
EDUCATION DEPARTMENT
KERSAL HIGH SCHOOL
Moorfield Road, Salford M7 0QH
(number on roll 600, Group 9, 11 to 16 Mixed Comprehensive)
HEAD OF MATHEMATICS DEPARTMENT
(Scale 3)
Required for Summer Term, 1978.
The school is on the northern boundary of the city in pleasant surroundings.
Please send S.A.E. for application forms and further particulars to the Headmaster, at the above address to whom completed applications should be returned as soon as possible.

SOMERSET
KINGSMEAD COMPREHENSIVE
Wiveliscombe
HEAD of MATHEMATICS
See displayed advertisement under SECONDARY EDUCATION.

WAKEFIELD (City of)
METROPOLITAN DISTRICT COUNCIL
KNOTTINGLEY HIGH SCHOOL
(1,300 on register)
HEAD OF MATHEMATICS (Scale 4), required April, 1978, a suitable qualified applicant to head a strong department. There are well-established courses within the department leading to C.S.E., G.C.E. "O", "A"/"O" and "A" levels which also include computer studies and statistics. The applicant must be of a proven ability and experience.
Requests for application forms (accompanied by a S.A.E.) should be addressed to the Education Department, 8 Bond Street, Wakefield, to be returned as soon as possible.

Other Posts on Scale 2 and above

CORNWALL
EDUCATION COMMITTEE
There is a scheme for removal expenses.
CALLINGTON SCHOOL
Launceston Road, Callington PL17 7DR
Comprehensive 11-18 Mixed, 1,169 pupils
Headmaster, N. Horton, B.A.
MATHEMATICS—Scale 2. Second in Department
Required for Easter 1978, MASTER/MISTRESS to teach MATHEMATICS to "A", "O" and some C.S.E. level. The successful candidate will be Deputy to the Head of Department of seven mathematicians.
Closing date: 20th January, 1978.
Please write direct to the Headmaster for further details and application form (enclosing S.A.E.) to whom they should be returned within a fortnight of the appearance of this advertisement.

CROYDON
(London Borough of)
LADY EDRIDGE HIGH SCHOOL FOR GIRLS
Clifton Road, London, S.E.25
Tel.: 01-771 1351/2
Tenable immediately, a part-time TEACHER (8 sessions) to teach MATHS to "O" level and C.S.E. "A" level work is available for a suitably qualified and experienced teacher. A temporary appointment until July would be considered.
Salary, Burnham Scale 1 with London Area Allowance.
Please send S.A.E. for application form from and returnable to the Head Teacher at the above address as soon as possible.

DURHAM
COUNTY COUNCIL
DARLINGTON CENTRAL COMPREHENSIVE SCHOOL
(11 to 16 years: 880 on roll)
MATHEMATICS. Salary Scale 2. A well-qualified and experienced TEACHER required for April 1978 to teach subject to G.C.E. "O" level.
Stamped addressed envelope for application form and further details to Area Education Office, "Craig Lea", Uplands Road, Darlington.
Closing date for receipt of applications, January 23rd, 1978.

DURHAM
COUNTY COUNCIL
WHEATLEY HILL SECONDARY SCHOOL
(11 to 16 years: 550 on roll)
MATHEMATICS/SCIENCE. Salary Scale 2. TEACHER required for April 1978 or earlier if possible to teach subjects to the middle and lower schools.
Stamped addressed envelope for application form to Area Education Office, Seaside Lane, Easington, Peterlee, Co. Durham.
Closing date for receipt of applications, January 23rd, 1978.

ESSEX
COLCHESTER COUNTY HIGH SCHOOL FOR GIRLS
Norman Way, Colchester
(Roll 650, 150 Sixth Form)
Tel.: Colchester 76973
MATHEMATICS
Scale 2. Wanted for Summer Term Scale 1/2 depending on experience MATHS. GIRLS P.E. TEACHER: mathematics, traditionally at least to "O" level, up to one third of the work teaching P.E.
Foolscap S.A.E. immediately to Headmistress. Closing date for applications, 20th January, 1978.

HERTFORDSHIRE
GRANGE PARK SCHOOL
London Road, Bushey, Watford
(Six-form entry, all-ability boys' school in pleasant area with excellent site and facilities)
Required April or September TEACHER for MATHEMATICS as second in the department, Scale 2 or 3 depending on qualifications and experience. The department, which has its own suite of rooms, provides courses up to "A" level in pure and applied mathematics, statistics and computer science.
Further details from the Headmaster, to whom letters of application should be sent, together with the names and addresses of referees.

NORFOLK
COUNTY COUNCIL
EDUCATION DEPARTMENT
AYLSHAM HIGH SCHOOL
(Group 10 all ability 11-16)
Sir William's Lane, Aylsham, Norwich, NR11 6AN
Headmaster: Mr. D. Pepin, M.A.
April, 1978, Scale 2 TEACHER for MATHEMATICS preferably with an interest in Computer Studies.
Details and application forms from the Headmaster.

Scale 1 Posts

BARKING
(London Borough of)
BISHOP WARD R.C. COMPREHENSIVE SCHOOL
Wood Lane, Dagenham
(Roll 700 boys)
Required for January, 1978, or as soon as possible thereafter:
MATHEMATICS — well-qualified TEACHER required to teach the subject throughout the school. Possibility of "A" level work for suitably qualified candidate. Scale 1.
London addition £402 per annum. Reimbursement of removal expenses in approved cases.
Application form available (S.A.E.) from the Head Teacher, returnable by January 19, 1978.

BUCKINGHAMSHIRE
BEACONSFIELD/CHILTERN DIVISION
RAANS COUNTY SECONDARY SCHOOL
Raans Road, Amersham, HP6 6LX
Head: J. M. Causey, B.A.
Number on Roll: 307 boys
TEACHER of MATHEMATICS required from April 1978 to teach Modern Mathematics to "O" level plus some Money Management. London fringe area allowance of £120 p.a. payable in addition to Burnham Salary. Removal expenses up to £100 payable in approved cases.
Application forms and further details available from the Head on receipt of S.A.E.
Closing date: 21st January, 1978.

CALDERDALE
(Metropolitan Borough of)
EDUCATION DEPARTMENT
BRIGHOUSE GIRLS' GRAMMAR SCHOOL
(670 Girls)
Halifax Road, Brighouse
Required for April, 1978, GRADUATE to teach MATHEMATICS (Scale 1) throughout the school to "O" and "A" levels.
Application forms and further details obtainable (on receipt of foolscap S.A.E.) from the Headmistress to whom completed forms should be returned by 16th January, 1978.

COVENTRY (City of)
TILE HILL WOOD GIRLS' COMPREHENSIVE SCHOOL
(1,630 on roll)
Required immediately:
MATHEMATICS to "O" level, Scale 1.
Canvassing disqualifies.
Apply by letter giving full details (age, qualifications, experience) and names and addresses of two educational referees to the Headmistress at the school, Nalbrook Avenue, Coventry CV4 9PW.

CROYDON
(London Borough of)
ASHBURTON HIGH SCHOOL
Shirley Road, Croydon CR9 7AL
01-656 0222
Tenable 1st May 1978
TEACHER of MATHEMATICS to work in well equipped Department. S.M.P. is taught throughout the school which has its own computer terminal. An interest in Computer Studies would be an advantage.
Salary Burnham Scale 1 with London Area Allowance.
Reasonable removal expenses will be reimbursed (details on request).
Please send S.A.E. for application form from and returnable to the Head Teacher at the above address.
Closing date 28th January 1978.

DERBYSHIRE
COUNTY COUNCIL
DERWENT SCHOOL
Beaufort Street, Derby DE2 6AX
Required for Easter or earlier if possible, at this Junior High School, TEACHER of MATHEMATICS, Scale 1.
Applications in writing, naming two referees, to the Headmaster at the school by 20th January.

DERBYSHIRE
EDUCATION COMMITTEE
GRANVILLE SCHOOL
Burton Road, Woodville, Burton-on-Trent DE11 7JR
(Phone: 0283 216765)
(11 to 16: mixed comprehensive; roll 870)
Required—summer term:
TEACHER for MATHEMATICS (Scale 1) with an interest in Girls' Physical Education and Games.
Further particulars from Headmaster (S.A.E.), to whom letters of application (with names of two referees) should be sent by January 26, 1978.

DEVON
EXETER ST. THOMAS HIGH
(11-16 MIXED COMPREHENSIVE) SCHOOL
(Roll: 1,080)
Applications are invited from suitably qualified persons for the post of ASSISTANT TEACHER for MATHS/PHYSICS "O" level and C.S.E. courses established. S.M.P. throughout the school. Nuffield Combined Science taught to 12-14 age group.
Scale 1 post.
The successful applicant will be expected to take up the appointment in September 1978.
Application forms (S.A.E., please) from Headmaster, St. Thomas High School, Cowick Lane, Exeter, returnable by 20th January 1978.

DEVON
SOUTHWAY SCHOOL
Rockfield Avenue, Southway
Plymouth
(1,700 on roll)
Required for a temporary teaching appointment from January, a TEACHER of MATHEMATICS for first to fourth years, S.M.P. orientated. Scale 1.
Application forms (stamped addressed envelope) from Headmaster, returnable to him as soon as possible.

HAMPSHIRE
PETERSFIELD SCHOOL
Cranford Road, Petersfield
11-19 Comprehensive Mixed
1,230 on Roll
MATHEMATICS
Curriculum Vitae, two referees to Head with S.A.E.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
CANTERBURY DIVISION
ST. ANSELM'S CATHOLIC SCHOOL
ASSISTANT TEACHER for MATHEMATICS required from January. Must have knowledge of S.M.P. mathematics.
Apply, giving full particulars, to the Head Teacher, St. Anselm's Catholic School, Old Dover Road, Canterbury, Kent.

LEICESTERSHIRE
BELVOIR HIGH SCHOOL
ENGLISH and MATHS
See advertisement under ENGLISH Scale 1.

LEICESTERSHIRE
IBSTOCK HIGH SCHOOL
Central Avenue, Ibstock
Leicester
(In the Leicestershire Plan for the organization of secondary education)
High, 11 to 14 (Roll 700)
MATHS/FRENCH
(Scale 1)
Required January or April, to teach mainly MATHEMATICS, with some FRENCH if possible. Please state other subjects offered.
Further details from the Head. Apply immediately (no forms) with full particulars and the names and addresses of two referees (S.A.E.).

LINCOLNSHIRE
LINCOLN. ANCASTER HIGH SCHOOL
(Number on roll, 600)
ASSISTANT TEACHER
Burnham Scale 1, £2,697 to £4,239
TEACHER for MATHEMATICS required for spring term, January 17, 1978 to March 23, 1978, only.
Applications by letter to the Headmaster, The Ancaster High School, Shannon Avenue, Lincoln LN6 7JG. Closing date as soon as possible.

REDBRIDGE
(London Borough of)
LOXFORD HIGH SCHOOL
Loxford Lane, Ilford IG1 2UT
Telephone Number 553 2424
Head: Mr. R. H. M. Markwick, B.Sc., M.A., FBEA
Suitably qualified and experienced TEACHER of MATHEMATICS (Scale 1) required for Easter 1978 in this well-established 11 to 18 mixed comprehensive school to teach the subject to C.S.E./O Level or beyond.
Outer London Allowance is payable.
Further details and application forms are available from the Head teacher at the school, or STAP.

REDBRIDGE
(London Borough of)
SEVEN KINGS HIGH SCHOOL
Ley Street, Ilford IG2 7BT
Telephone number: 554 8935
Head Teacher: Miss M. B. Evans, M.A.
Suitably qualified and experienced TEACHER of MATHEMATICS (Scale 1/2) required as soon as possible in this well-established 11 to 18 mixed comprehensive school to teach the subject throughout the school at all levels. Modern Mathematics is offered to G.C.E. "O" level and C.S.E. level, and there are well-established "A" level courses. A Scale 2 post may be available for a suitable candidate who is able to develop courses in Remedial Mathematics.
Outer London Allowance is payable.
Further details are available from the Head Teacher at the school to whom applications by letter should be sent as soon as possible giving details of age, education, qualifications and experience together with the names of two referees, or STAP.

ROTHERHAM
(Metropolitan Borough of)
DEPARTMENT OF EDUCATION
OLD HALL COMPREHENSIVE SCHOOL
11-16 Mixed. Approximately 1,050 on roll
Required from 24th February, 1978:—
TEMPORARY ASSISTANT TEACHER—Scale 1
Full-time TEACHER for MATHEMATICS to teach the full age range until early July, 1978.
Closing date: 17th January, 1978.
Application forms available from the Principal Recruitment Officer, Education Offices, Municipal Offices, Howard Street, Rotherham. Tel. 2161, Ext. 3367.
B. W. Ellis, Director of Personnel Resources.

CITY OF SALFORD
EDUCATION DEPARTMENT
IRLAM HIGH SCHOOL
Macdonald Road, Irlam, Manchester
Tel. No. 061-775 8825
(1,600 boys and girls—11-16 years)
TEACHER—MATHEMATICS (TEMPORARY)
Scale 1
Required from 20th February, 1978.
To teach to G.C.E. "O" level and C.S.E. examinations standard in the Upper School with some Middle School work. Traditional and Modern Mathematics in current use in the school. To temporarily replace the Second in Charge in this large department. The appointment will be until the end of the Summer Term.
This is a purpose built comprehensive school 10 miles west of the city.
Application forms and further particulars are obtainable from the Headmaster, at the above address, to whom they should be returned as soon as possible.

SECONDARY
Mathematics
continued

SOLIHULL
EDUCATION COMMITTEE
ALDERBROOK SCHOOL
(This coeducational 11 to 16 all-ability school (number on roll 1,250) was formed in September 1974 by the amalgamation of two Grammar Schools)
Required as soon as possible:— A MATHEMATICS TEACHER to take classes covering the full ability range from First Year up to "O" level.
School follows the S.M.P. Syllabuses. This appointment, in the first instance, will be temporary for two terms.
A letter of application, naming two referees, should be sent to the Headmaster, Alderbrook School, Blossomfield Road, Solihull B91 1SN.

WARWICKSHIRE
DUNSMORE SCHOOL FOR BOYS
Ashlawn Road, Rugby
(736 on roll: 130 in Sixth Form)
Required April, Teacher for Mathematics. Work to C.S.E., "O" and "A" levels. State other activities and interests. Scale 1. Well established Mathematics Department of high reputation. Apply to the Head at the school (S.A.E. please).

WILTSHIRE
DEVIZES SCHOOL
(11 to 18: 1,400 on roll)
Headmaster: D. J. W. Williams, M.A.
Required for Spring Term 1978, temporary TEACHER of MATHEMATICS. There may be a full-time vacancy in due course.
Further details are available from the Headmaster, Devizes School, The Green, Devizes (please enclose S.A.E.), to whom letters of application, including curriculum vitae and the names of two referees, should be sent as soon as possible.

Modern Languages

Heads of Department

BRENT
(London Borough of)
WILLIAM GLADSTONE HIGH (MIXED) SCHOOL
Parkside, NW2
(Tel: 01-450 2631)
Headmaster R. A. Mort, B.A.
This natural growth 6-form entry Comprehensive School opened in September, 1974. We have now reached the 4th year stage with 720 pupils and will take a further 180 in September, 1978. Thereafter the school will continue to grow according to the number of pupils staying on in the 6th form.
The School, situated in very pleasant surroundings, comprises a main block on three floors, sports hall, large playing field and self-contained staff area. A 6th form block being built now should be ready by 1978-79. The School is supplied with the most modern equipment and specialised accommodation in all departments.
HEAD of MODERN LANGUAGES DEPARTMENT (Scale 3) required from Summer Term or earlier if possible, to take over a growing department in which French and German courses to C.S.E. and "O" level have been established. An interest in developing courses at all levels in languages and background studies is desirable.
London Allowance of £402 per annum is payable and there is a scheme for assistance with removal expenses including legal fees etc., travelling and lodging allowances.
Candidates should apply by letter to the Head of the School within seven days giving age, present post, qualifications, experience and references, enclosing S.A.E. for reply.

CORNWALL
EDUCATION COMMITTEE
There is a scheme for removal expenses
POOL SCHOOL
Church Road, Pool
Redruth TR15 3PZ
(Comprehensive 11 to 16)
Headmaster: F. G. W. Taylor, A.C.P.
HEAD of MODERN LANGUAGES, Scale 4.
Required in April 1978, HEAD of MODERN LANGUAGES. The Governors will seek to appoint, to this senior post, a very well qualified and experienced teacher, capable of organising and inspiring a large expanding department. The Languages Department is housed in a suite of rooms in a new building where teaching facilities are excellent. Languages currently taught are French, Spanish and Latin to C.S.E. and G.C.E. "O" level.
For very full details and method of application, please write immediately (enclosing S.A.E., 24cm by 16.5cm approx.) to the Headmaster, Pool School, Church Road, Pool, Redruth, Cornwall TR15 3PZ.
Closing date three weeks from the appearance of this advertisement.

DERBYSHIRE
MICKLEOVER SCHOOL
Murray Road, Mickleover, Derby DE3 5LD
HEAD of MODERN LANGUAGES, Scale 3. Required for 1st September, 1978. This is a new post.
Apply by letter (including Curriculum Vitae), handwritten, to the Headmaster at the school. French and German are taught.
Applicants should have facility in both languages or either language with another European (not Slavonic) language. Applications close 3rd February, 1978.

HAMPSHIRE
THE HENRY BEAUFORT SCHOOL
Winchester
11-16 Comprehensive Mixed, 900 on roll.
HEAD of MODERN LANGUAGES (Scale 1) for April 10, 1978 or September 1, 1978.
Full curriculum vitae, two referees and s.a.e. to Head by January 20, 1978.

HILLINGDON
(London Borough of)
JOHN PENROSE SCHOOL
Northwood Way, Harefield, Uxbridge, Middlesex UB9 6ET
(Number on roll 370, 17 in Sixth Form)
Head Teacher: V. H. Andrews, M.A.
Required for April, 1978, HEAD of MODERN LANGUAGES (Scale 3) to organize the work of the Department. The school is a 4-form entry Comprehensive School which took its first all-ability intake last September. An enthusiastic, imaginative teacher is sought, who will establish suitable approaches and attitudes with children of all abilities in the first three years and teach subsequent examination work up to "A" level. Applicants must possess suitable qualifications in French and in a second language, either Spanish or German.
Application forms from and returnable to the Head Teacher. Please enclose a stamped addressed envelope.
London Allowance Payable.

Consortium Mathematician

(Scale 3 or 4 Burnham)

required April, 1978, to organise the work in schools which may be temporarily without Heads of Mathematics Departments (if appropriate, by introducing the locally produced Structured Mathematics Scheme to guide less-experienced teachers), and to do some teaching. A well-experienced person is sought, as he/she will be concerned with the development of the subject within Consortia.

Interested applicants, who should be enthusiastic and have organising and coordinating ability, should write for application forms to:—

Chief Education Officer, Staffing Branch, Education Office, Margaret Street, Birmingham B3 3BU, and should return them after completion to the same address.

There is a scheme for assistance with removal expenses.

BIRMINGHAM
CITY COUNCIL

CONSORTIUM LINGUIST

Applications are invited from appropriately qualified and experienced teachers for appointment as a Consortium Linguist. Salary up to Scale 4 for suitable applicant, who should be committed to the principle of teaching FRENCH or GERMAN across the whole ability range. The post is primarily concerned with the promotion of languages in two or more Schools, and, where necessary, giving help to less experienced colleagues.

Application forms and job description obtainable from Staffing Branch, Education Office, Margaret Street, Birmingham B3 3BU, to whom completed forms should be returned as soon as possible.

There is a scheme for assistance with removal expenses.

BIRMINGHAM
CITY COUNCIL

Other Posts on Scale 2 and above

WAKEFIELD (City of)
METROPOLITAN DISTRICT COUNCIL
KNOTTINGLEY HIGH SCHOOL
(1,300 pupils on roll)
Required for Easter, 1978 — GRADUATE to teach FRENCH throughout the school and to coordinate the Lower School French. Course in French at "O" and "A" level and in C.E.E. or C.S.E.
An enthusiastic interest in audio-visual methods will be a strong recommendation. Scale 2 post available.
Requests for application forms and further details (accompanied by a S.A.E.) should be addressed to the Education Department, 8 Bond Street, Wakefield, to be returned by 3rd February, 1978.

Scale 1 Posts

BARKING
(London Borough of)
BISHOP WARD R.C. COMPREHENSIVE SCHOOL
Wood Lane, Dagenham
(Roll 700 boys)
Required for January, 1978, or as soon as possible thereafter — FRENCH. Well-qualified TEACHER required to teach the subject throughout the school. Share of C.S.E., "O" level and "A" level teaching available. Scale 1.
London Addition £402 per annum. Reimbursement of removal expenses in approved cases.
Application form available (S.A.E.) from the Head Teacher returnable by 19th January, 1978.

BARKING
(London Borough of)
ROBERT CLACK COMPREHENSIVE SCHOOL
Gosfield Road, Dagenham
(Roll 1,620)
Required for April, 1978 — FRENCH. To teach throughout the whole ability range. Ability to offer another foreign language helpful. Guidance available within the Modern Language Department, which uses a variety of modern methods. Scale 1.
London Addition £402 per annum. Reimbursement of removal expenses in approved cases.
Application form available (S.A.E.) from the Head Teacher returnable by 19th January, 1978.

CAMBRIDGESHIRE
HUNTINGDON AREA
ERNULF COMMUNITY SCHOOL
Barford Road, St. Neots
Ernulf School was opened in 1971 and will eventually be a 10-form entry community comprehensive school. It is based entirely in fine new buildings and is very well equipped.
Required as soon as possible TEACHER of FRENCH and EUROPEAN STUDIES (Scale 1). An interest in the teaching of German an advantage but not essential.
Apply immediately for application forms and further details to the Principal at the school (S.A.E., please).

DORSET
KINGSLEIGH SECONDARY BILATERAL SCHOOL
Hadow Road, Bournemouth
(Roll 890 mixed)
Required Easter or September, 1978, TEACHER for FRENCH (Scale 1) to share teaching to G.C.E. "O" level and C.S.E. level throughout the school.
Assistance with removal and legal expenses.
Application forms from Headmaster. S.A.E. please.

ESSEX
ST. HELENA SCHOOL
(Roll 1,000)
Sheepen Road, Colchester
Tel.: Colchester 72353
FRENCH
(Temporary)
Required February, TEACHER of FRENCH to "A" level. Possibility of permanent appointment for teacher also able to offer "A" level German.
Apply Headmaster before 23rd January, 1978 (foolscap S.A.E., please).

LEICESTERSHIRE
BEAUMONT LEYS SCHOOL
Anstey Lane, Leicester
Comprehensive, 11 to 18
(Roll 1,340)
FRENCH (WITH GERMAN)
Scale 1
Required as soon as possible, TEACHER of FRENCH (with if possible subsidiary GERMAN).
Further details from the Head. Apply immediately (no forms) with full particulars and the names and addresses of two referees (S.A.E.).

LONDON
ST. MARTIN-IN-THE-FIELDS HIGH SCHOOL
155 Tulse Hill, S.W.2.
Church of England School for 800 girls
Required in January, GRADUATE to teach GERMAN up to university entrance standard and FRENCH to O level. The appointment could be temporary for two terms or permanent. The sixth form is large and well-established. The school took girls of all abilities into the first year last September.
Applications should be sent direct to the Headmistress, with references and at least one testimonial, as soon as possible.

LONDON, N.W.1
MARIA FIDELIS CONVENT SCHOOL
34 Phoenix Road, London NW1 1TA
Telephone: 01-387 3856
(A five-form-entry Comprehensive School for Girls)
Required immediately for one term initially — FRENCH GRADUATE to teach all levels including CSE and AL groups. The ability to teach AL Italian would be an advantage.
Please apply for an application form in writing at once, or by telephone from January 9 onwards.

OLDHAM
(Metropolitan Borough of)
EDUCATION COMMITTEE
CROMPTON HOUSE C.E. SCHOOL
Rochdale Road, Shaw, Oldham
Required immediately at this 11-18 Church of England mixed comprehensive school of about 750 pupils, Scale 1 TEACHER of GERMAN to "O" level, able to offer some FRENCH.
Send S.A.E. for application form to Director of Education, Education Offices, Old Town Hall, Middleton Road, Chadderton, Oldham, OL9 6PP, returnable to the Head at the school immediately.

REDBRIDGE
(London Borough of)
BEAL HIGH SCHOOL
Woodford Bridge Road, Redbridge, Ilford, IG4 5LP
Head: Mr. M. J. Manuel, M.A.
Telephone number: 01-550 3717/4120
Suitably qualified and experienced TEACHER of FRENCH (Scale 1) required as soon as possible in this developing 11-18 mixed comprehensive school to teach the subject throughout the school. There is a specialist Language Laboratory.
Outer London Allowance is payable.
Further details and application forms from the Head teacher at the school, or STAR and should be returned to the Head as soon as possible.

REDBRIDGE
(London Borough of)
SEVEN KINGS HIGH SCHOOL
Ley Street, Ilford, IG2 7BT
Telephone No. 554 8935
Headmistress Miss M. B. Evans, M.A.
Suitably qualified and experienced TEACHER of FRENCH (Scale 1) required from 20.2.78 or as soon as possible thereafter in the well-established 11-18 mixed comprehensive school (1,200) on "O" level and to "A" level in a well established sixth form inherited from the former Girls Grammar School.
Outer London Allowance is payable.
Further details and application forms are available from the Head teacher at the school or STAR.

REDBRIDGE
(London Borough of)
VALENTINES HIGH SCHOOL
Cranbrook Road, Gants Hill, Ilford
Tel.: 01-554 [illegible]
Miss J. Thompson, M.A.
Suitably qualified and experienced TEACHER of FRENCH (Scale 1) required as soon as possible in this new 11-18 mixed comprehensive school to teach the subject at least to "O" level. Subsidiary subjects offered should be stated in application for the post. Outer London Allowance is payable.
Further details are available from the Headteacher at the school to whom applications by letter should be sent as soon as possible giving details of age, education, qualifications and experience together with the names of two referees.

SEFTON
(Metropolitan Borough of)
EDUCATION COMMITTEE
WARWICK BOLAM HIGH SCHOOL
The Marian Way, Netherton
Merseyside, L30 3TQ
(Mixed Comprehensive)
(School incorporates a Sixth-form College)
Required for January/Easter 1978: GRADUATE to teach GERMAN to "O" and "A" levels and FRENCH to first three years. A Scale 2 post available for a suitable candidate.
Apply by letter, immediately, to the Headmaster giving curriculum vitae and the names and addresses of two referees.
(Re-advertisement)

SOLIHULL
EDUCATION COMMITTEE
THE HEART OF ENGLAND SCHOOL
Balsall Common, Coventry CV7 7FW
(11-18 Mixed Comprehensive School)
Full-time TEACHER of FRENCH required for a period of up to 40 weeks from 14th April, 1978, to replace a teacher on maternity leave. The ability to teach German would be an advantage.
A graded post would be available for a suitably qualified and experienced full-time candidate willing to take responsibility within the Modern Languages Department, but two part-time appointments may be considered on Scale 1.
Applications to the Headmaster as soon as possible (enc. S.A.E.)

WAKEFIELD (City of)
METROPOLITAN DISTRICT COUNCIL
THE KINGS SCHOOL
Pontefract
(845 on roll)
Required September 1978: a TEACHER of FRENCH with some German. Scale 1. Subject taught to "O" level.
Requests for application forms and further details (accompanied by a S.A.E.) should be addressed to the Education Department, 8 Bond Street, Wakefield (to be returned as soon as possible).

WEST SUSSEX
Western Area
CHICHESTER HIGH SCHOOL FOR GIRLS
Stockbridge Road, Chichester PO19 [illegible]
(Comprehensive 11-18, 1,380 on roll)
Required April or September, 1978, TEACHER of FRENCH and GERMAN (Graduate preferred). Interest in Audio-visual French desirable. Possibility of share of examination work in French.
Apply at once in writing, giving details of experience and qualifications together with names and addresses of two referees, to Head of School.

Music

Heads of Department

BRENT
(London Borough of)
COPLAND HIGH (MIXED) SCHOOL
Cecil Avenue, Wembley HA9 7DX
(Roll: 1,156, 11 to 18)
Social Priority School
Required from Easter or September: HEAD of MUSIC (Scale 4) to develop the Music in this large comprehensive school situated in the centre of Wembley. There is a purpose built music suite, a very good hall for performances and substantial support available from Peripatetic Instrumental Staff. The candidate appointed will be required to have had substantial experience in Modern classroom teaching methods leading to "A", "O" and C.S.E. examinations, and to be enthusiastic about involving pupils in all kinds of musical performance.
Application forms (S.A.E.) obtainable from the Director of Education, P.O. Box 1, Chesterfield House, 9 Park Lane, Wembley HA9 7RW, returnable to the Head of the School within 10 days.
London Allowance of £402 per annum is payable and there is a scheme for assistance with removal expenses including legal fees, etc., travelling and lodging allowances.

NEWHAM
(London Borough of)
LITTLE ILFORD SCHOOL
Browning Road, E12 6FT
(Roll 1,300 co-educational)
Head Teacher
Mr. R. G. H. Andrews, B.A., M.Ed.
Required for April, 1978 — HEAD of MUSIC DEPARTMENT, Scale 3.
Burnham Scales plus London Allowance (£402) plus Social Priority Allowance (£201 or £276).
Further details may be obtained from the Head Teacher (telephone: 01-478 8024). Application forms may be obtained from the undersigned to whom they should be returned by 30th January, 1978.
J. B. Wilde, M.A., Ph.D., Director of Education, Education Offices, Broadway, Stratford, London E15 [illegible]

WEST SUSSEX
MID-SUSSEX AREA
MILLAIS SCHOOL
Depot Road, Horsham, Sussex
Required as soon as possible — HEAD of MUSIC Department, Scale 3. Subject is taken by all 1st-3rd year pupils and courses lead to "O" level. Strong musical tradition—choral and orchestral. Department is housed in separate music centre with one other full-time teacher and several peripatetic instrumental teachers.
Form and details from Head-teacher on receipt of s.a.e.

Scale 1 Posts

DONCASTER
EDUCATION COMMITTEE
MEXBOROUGH SCHOOL
College Road, Mexborough, South Yorkshire S64 9SD
Telephone Mexborough 3411
Required as soon as possible.
A MUSIC TEACHER, Scale 1. We are looking for an enthusiastic and hardworking Musician, preferably with instrumental experience who will be able to help in the work of this expanding department. There is a range of musical activities in the school: choral, orchestral, brass, woodwind and guitar, and there is an annual musical production as well as regular concerts.
Applications should be made as soon as possible to the Headmaster at the above address.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
GILLINGHAM DIVISION
INSTRUMENTAL MUSIC SCHEME
A full-time BRASS TEACHER is required for January, 1978, for one term only to teach in secondary schools, travelling expenses to be paid according to the County scheme. A full-time permanent appointment will be made from April to a suitable candidate.
Applications should be sent to the Kent Music Centre (ref. IMS), The Masters House, College Road, Maidstone, Kent, as soon as possible. Teachers and players able to offer up to 12 hours as a part time teacher should also apply.

SOMERSET
PERIPATETIC TEACHER of the 'Cello, Taunton, Bridgwater and West Somerset area.
See displayed advertisement under SECONDARY EDUCATION.

WEST SUSSEX
NORTH EASTERN AREA
HOLY TRINITY SCHOOL
Buckswood Drive, Gossops Green, Crawley
C.E. Comprehensive School: roll of 970
Vacancy exists from beginning of Summer Term for a TEACHER of MUSIC and SCIENCE. The music work includes some "O" and "A" level groups. The Science is entirely in the lower school. Opportunities exist for creative music in that the school has a strong choral tradition, a small orchestra and a small wind band. Favourable housing scheme. London Fringe Area Allowance.
Applications by letter, including curriculum vitae and names and addresses of two referees to the Headmaster.

Pastoral

Other Posts on Scale 2 and above

DERBYSHIRE
SPONDON SCHOOL
Mixed Comprehensive, 1,500 pupils, 160 in Sixth Form
Required for the beginning of the Summer Term 1978 — ASSISTANT YEAR TUTOR (Scale 3).
The post involves joint responsibility with the Year Tutor for the welfare, discipline, education and social progress of pupils in Years 1 or 2, on a rotating basis.
Please state teaching subject.
Application forms and further details (foolscap S.A.E. please) are obtainable from the Headmaster, Spondon School, West Road, Spondon, Derby, DE2 7BH. Closing date 20th January, 1978.

DEVON
CREDITON QUEEN ELIZABETH'S SCHOOL AND COMMUNITY COLLEGE
Roll: 1,628
Applications are invited from suitably qualified persons for the post of ASSISTANT TEACHER to be responsible for the running of a special sanctuary unit for children in need. Scale 3 post for suitable applicant.
Scale 2 post.
The successful applicant will be expected to take up the appointment as soon as possible.
Application forms (S.A.E. please) from Headmaster, Queen Elizabeth's School, Crediton, returnable by 20th January, 1978.

EALING
London Borough
EDUCATION SERVICE
TWYFORD HIGH SCHOOL
Twyford Crescent, Acton
London W3
Required as soon as possible, ASSISTANT TEACHER for the Experimental Unit to provide facilities for the care of emotionally disturbed pupils who cannot cope in the normal classroom situation.
The candidate must be able to offer experience of this kind of work, a constructive approach and ability to cooperate with other members of the school staff.
Scale 2 post will be available to a suitably qualified candidate.
London Allowance £402 plus Social Priority Allowance.
In appropriate cases, subject to conditions, assistance may be granted for legal fees for house purchase, removal expenses, lodging subsistence and travel expenses whilst looking for accommodation.
Application forms from the Headmaster of the school to be returned as soon as possible (S.A.E.). Telephone 992 8274.

WALTHAM FOREST
(London Borough of)
EDUCATION COMMITTEE
The Borough is within easy access of Central London and bordered by Epping Forest. London addition to salary payable.
Required for Easter, 1978, or earlier:
TUTORIAL RESIDENTIAL UNIT
BUCKHOLT MANOR HIGH SCHOOL
Oliver Road, Leyton, London E10 5LX
Head Teacher: Mr. K. A. Hose, B.A.
TEACHER/COUNSELLOR, Scale 3, is required for this mixed comprehensive High School (490 on roll, 11 to 14 years) whose functions will be to:
(a) Take charge of a tutorial remedial unit and its resources.
(b) Work with pupils with adjustment problems, individually and in groups.
(c) Coordinate the counselling work within the school by working closely with the three heads of year.
(d) Liaise with the external support services, e.g., child guidance, etc.
Experience of teaching children with learning difficulties and of individual counselling work is essential.
Closing date 18th January, 1978.
Application forms obtainable on receipt of stamped addressed envelope from the Chief Education Officer, London Borough of Waltham Forest, Municipal Offices, High Road, Leyton, London E10 5QJ.

Physical Education

Heads of Department

WALTHAM FOREST
(London Borough of)
EDUCATION COMMITTEE
The Borough is within easy access of Central London and bordered by Epping Forest. London addition to salary payable.
Required for Easter 1978
HIGHAMS PARK SENIOR HIGH SCHOOL
Handsworth Avenue, London, E4 9PJ
Headmaster: Mr. R. E. E. Woods, M.A., B.Sc., J.P.
HEAD of GIRLS PHYSICAL EDUCATION, Scale 3, required, who is well qualified and willing to take a full part in sporting activities in this mixed comprehensive Senior High School (780 on roll 14-18 years). Excellent facilities on site.
Closing date 18th January, 1978.
Application forms obtainable from the Head Teacher on receipt of S.A.E.

Other Posts on Scale 2 and above

BARKING
(London Borough of)
ROBERT CLACK COMPREHENSIVE SCHOOL
Roll 1,620
Gosfield Road, Dagenham
Required for April 1978: PHYSICAL EDUCATION—TEACHER to be responsible for Boys' P.E. at the building housing first and third year pupils, and to organize and participate in a wide programme of extra curricular activities. Scale 2.
London Addition £402 p.a. Reimbursement of removal expenses in approved cases.
Application form available (S.A.E.) from the Head Teacher returnable by 20th January, 1978.

Education Committee

The Borough is within easy access of Central London and bordered by Epping Forest. London addition to salary payable.

Required for September, 1978.

RUSHCROFT HIGH SCHOOL
Rushcroft Road, Chingford, E4. Headmaster: Mr. L. Banister, B.A.

First Year Tutor SCALE 3
Second Year Tutor SCALE 3

Applications are invited from experienced teachers with energy and initiative for these posts which provide opportunities to share in the responsibility for the launching of the Borough's first purpose-built mixed Comprehensive High School for the 11 to 14 years age range. The buildings are under construction and the school will open in September, 1978, with 180, 11-year-old pupils. Its roll will rise progressively to a projected maximum of 540 pupils by September, 1980.

Closing date: 20th January, 1978.

Application forms and further details obtainable on receipt of stamped addressed envelope from the Chief Education Officer, London Borough of Waltham Forest, Municipal Offices, High Road, Leyton, London, E10 5QJ.

London Borough of
Waltham Forest

LEEDS CITY COUNCIL
DEPARTMENT OF EDUCATION

Unless otherwise stated :—

Closing date is fourteen days after the appearance of the advertisement.

In respect of Headships and Deputy Headships in all schools, and other posts in primary, middle and special schools, forms are available from, and returnable to, the Director of Education, Department of Education, Great George Street, Leeds LS1 3AE.

For other posts in secondary and high schools, application by letter should be made to the headteacher of the school concerned, giving full details and the names of two referees.

Applications requiring acknowledgement and requests for forms and details should be accompanied by a stamped, addressed envelope.

The post reference number should be quoted on all correspondence.

SPECIAL SCHOOLS

SCALE 1 POST

NW.1 TWO DALES SCHOOL (No. on Roll: 74 (including 24 in Special Care) 5-17 age range)
Featherbank Avenue, Horsforth, Leeds LS18 4QP
Headteacher: Mrs. O. A. Vause
Telephone: 582240
(Shortly to move to new purpose-built premises in Guiseley)
Required as soon as possible, teacher for this E.S.N.(S) School, to work in group or team situations. Experience in Physical Education/Rural Studies/Music would be an advantage.

SCALE 1 POSTS

(PLUS SPECIAL SCHOOLS ALLOWANCE)

ELMETE HALL SCHOOL FOR THE DEAF (No. on Roll: 118 3-16 years)
Elmete Lane, Leeds, LS8 2LJ
Headteacher: Mr. N. M. Harrison
Telephone: 656666
Required for Easter, 1978.
NE.10 A Handicraft Teacher to teach Woodwork and Metalwork to C.S.E. level.
NE.11 An Art Teacher for small groups of Junior and Senior Children.
A particular interest in the special needs of hearing-impaired children is required for both these posts. In-service training facilities are available for teachers entering this field of special education and encouragement will be given towards gaining the qualification as a Teacher of the Deaf.

PRIMARY SCHOOLS

HEADSHIP

E.23 GARFORTH GREEN LANE INFANTS' SCHOOL (No. on roll: 297: 5-7 years)
Severn Drive, Garforth, Leeds, LS25 2JX
Acting Headteacher: Mrs. E. A. Dyball
Telephone: Leeds 865196
Applications are invited for the HEADSHIP of this Group 5, semi-open-plan Infants' school which opened in 1970. Post tenable from 3rd April, 1978. Further details available from the Director of Education.

DEPUTY HEADSHIP

W.19 COBDEN PRIMARY SCHOOL (No. on roll: 252: 5-9 years)
Cobden Road, Leeds, LS12 5LA
Headteacher: Mr. C. Roome
Telephone: Leeds 637554
Applications are invited from suitably qualified and experienced teachers for the post of DEPUTY HEADTEACHER of this Group 5 school following the appointment of Mrs. E. M. Frost to the Headship of Asket Hill First School.
Candidates are asked to indicate their particular curricular and other interests.
Further details of the school/post are available from the Director of Education.

SCALE 3 POST

E.24 OSMONDTHORPE PRIMARY SCHOOL (No. on roll: 415 plus 40 Nursery: 5-9 years)
Wykebeck Avenue, Leeds, LS9 0JE
Headteacher: Mrs. M. Addlesee
Telephone: Leeds 649042
Required for April, 1978, or September, 1978: an enthusiastic, suitably qualified and experienced teacher with the ability and willingness to play a leading role in the total educational development of the seven to nine year old age group. The successful candidate will initially be in charge of a class of eight-year-old children. Applicants should state their interests and subject specialisms and are invited to contact the Headteacher if they wish to visit the school.

SCALE 1 POST

NE.12 ROUNDHAY C. OF E. PRIMARY SCHOOL (No. on Roll: 141: 5-9 years)
Wetherby Road, Leeds, LS8 2LE
Headteacher: Mrs. W. Feldhaus.
Telephone: 658451
Required as soon as possible: experienced teacher for reception class initially. Ability to play the piano would be an advantage. Completed applications to: Rev. G. C. Wood, St. John's Vicarage, Oakwood Grove, Leeds, 8.

MIDDLE SCHOOLS

SCALE 1 POST

NE.16 ST. ANDREW'S R.C. MIDDLE SCHOOL
292 Harrogate Road, Leeds LS17 6SX
Headteacher: Mr. R. J. Gabbott, L.R.A.M.
Telephone: 681951
This new 9-13 school, situated in an attractive suburb of North Leeds, will receive its full comprehensive intake of 480 children in September, 1978, at which time additional members of Staff will be required.
Applications are invited from suitably qualified, experienced and enthusiastic class teachers for GENERAL SUBJECTS (4 POSTS). Candidates are asked to indicate their special strengths and interests, especially in any of the following areas, and in out-of-school activities: Art/Craft, Remedial, Music, French, Games/Physical Education, Needlework/Home Economics.
Application forms may be obtained from the Very Rev. Monsignor T. Canon Murphy, Cathedral House, Great George Street, Leeds LS2 8BE, to whom they should be returned, together with the names of two referees within 14 days of the appearance of this advertisement.

HIGH/SECONDARY SCHOOLS

DEPUTY HEADSHIP

W.20 PUDSEY GRAMMAR SCHOOL (No. on roll: 1,200 (Mixed): 11-18 years)
Richardshaw Lane, Pudsey, LS28 7ND
Headteacher: Mr. L. B. Hodgson, B.Sc.
Telephone: Pudsey 570278/562619
Required for Easter or September, 1978, a DEPUTY HEADTEACHER (Group 11). The person appointed would be a member of the senior management team (Headmaster, three deputies, and three Heads of Schools) and would be expected to take an active part in developing and implementing present and future policies and planning. He/she should preferably have a wide experience of teaching French (J.M.B.) up to 'A' level and would have a particular responsibility for timetabling and curricular development at all levels, but particularly in the Sixth form now that the fifth year is fully comprehensive.

SECOND DEPUTY HEADTEACHER

(GROUP 10)

NW.2 ST. MARY'S R.C. COMPREHENSIVE SCHOOL (No. on Roll: 900 Mixed: 11-18 years)
Menston, Ilkley
Headteacher: Mr. J. J. Dalton, B.A.
Telephone: Menston 72951
Required for September, 1978, well-qualified graduate to be responsible primarily for organisation and administration on the academic side.
Application forms and further details (stamped addressed envelope, please) from the Headmaster, returnable to the Chairman of Governors, Rev. C. Finn, The Presbytery, Bridge Street, Otley, W. Yorkshire. Closing date 20th January, 1978.
N.B.—Applications are particularly welcomed from practising Catholics for the above post.

SIXTH FORM TUTOR

(SENIOR TEACHER SCALE)

NW.3 ST. MARY'S R.C. COMPREHENSIVE SCHOOL (No. on Roll: 900 Mixed: 11-18 years)
Menston, Ilkley
Headteacher: Mr. J. J. Dalton, B.A.
Telephone: Menston 72951
Required for September, 1978, well-qualified graduate with sound experience at Upper School level to assume responsibility for the Sixth Year.
N.B.—Applications are particularly welcomed from practising Catholics for the above post.
Application forms and further details (stamped addressed envelope, please) from the Headmaster, returnable to the Chairman of Governors, Rev. C. Finn, The Presbytery, Bridge Street, Otley, W. Yorkshire. Closing date: 20th January, 1978.

SCALE 4 POSTS

E.27 JOHN SMEATON HIGH SCHOOL (No. on roll: 1,060: 13-18 years)
Barwick Road, Leeds, LS15 8TA
Headteacher: Mr. T. G. B. Howe, M.C.
Telephone: Leeds 644251
REQUIRED AS SOON AS POSSIBLE: HEAD OF ENGLISH responsible for leading a vigorous team of six full-time and four part-time teachers working in a suite of linked rooms and carpeted work areas. Main school pupils are taught in mixed ability groups and are entered for the 16+ examination in their 5th year. Courses are also offered in 'O' and 'A' level English Literature and one year C.E.E. courses.

W.21 THE BENJAMIN GOTT HIGH SCHOOL (No. on roll: 625: 13-18 years)
Lenhurst Avenue, Leeds, LS12 2RE
Headteacher: Mr. H. R. Eastgate, A.M.B.I.M., F.R.G.S.
Telephone: Leeds 752890/752277
Required for Easter, 1978: HEAD OF PHYSICAL AND RECREATIONAL EDUCATION. Duties to include co-ordination of inter-house system. S.P.A. co-educational comprehensive school. The school is well equipped and has its own playing fields in pleasant surroundings. Adjacent to municipal golf course. Wide range of curricular and extra-curricular sports and activities offered. The ability to offer mountaineering, fell walking and orienteering would be an advantage but not essential.

SCALE 3 POSTS

ST. MARY'S R.C. COMPREHENSIVE SCHOOL (No. on Roll: 900 mixed: 11-18 years)
Menston, Ilkley
Headteacher: Mr. J. J. Dalton, B.A.
Telephone: Menston 72951
NW.4 Second in English Department
Required for September, 1978, well-qualified graduate with 'A' level experience to join 6-Specialist English Department.
NW.5 Economics
Required for September, 1978, experienced Honours Graduate to introduce this subject to the Sixth Year.
Application forms and further details (stamped addressed envelope please) from the Headmaster, returnable to the Chairman of Governors, Rev. C. Finn, The Presbytery, Bridge Street, Otley, W. Yorkshire. Closing date: 20th January, 1978.

NE.13 ALLERTON HIGH SCHOOL (No. on Roll 686: 13-18 years)
King Lane, Leeds, LS17 7AG
Headteacher: Mr. S. Richardson, M.A.
Telephone: 684216
Required for April, 1978: well-qualified and experienced teacher to be HEAD of HOME ECONOMICS, responsible for organising the work of this progressive department in Domestic Science (to 'A' level), Needlework to 'O' level) and Child Care (to C.S.E.).

NE.14 BOSTON SPA COMPREHENSIVE SCHOOL (No. on Roll: 1,760 at present 11-17 years)
Clifford Moor Road, Boston Spa, Wetherby, West Yorks
Headteacher: Mr. J. R. Hanson, M.A.
Telephone: 930 842915
Required for the beginning of the Summer Term, 1978: HEAD of the SUPPORT DEPARTMENT. The successful candidate will be required to organise the work in Years 1 to 3 with children who experience learning difficulties. This is done individually and in small groups on an extraction basis. Involvement and close co-operation with appropriate courses in the Upper School is required.
Apply immediately, by letter to the Headmaster at the school, giving details of qualifications, experience, interests and outlining the approach to the work. Two referees must be named. Send stamped addressed envelope if further details are required.

NE.15 STAINBECK HIGH SCHOOL (No. on Roll: 876: 13-18 years co-educational)
Carr Manor Road, Leeds, LS17 5DJ
Headteacher: Mr. M. Franklin, M.Sc.
Telephone: 681932/688352
Required for September, 1978: experienced graduate to be HEAD of MODERN LANGUAGES. The successful candidate will be a French Specialist, who is also able to offer either German or Italian.

E.28 JOHN SMEATON HIGH SCHOOL (No. on roll: 1,060: 13-18 years)
Barwick Road, Leeds, LS15 8TA
Headteacher: Mr. T. G. B. Howe, M.C.
Telephone: Leeds 644251
Required for Summer Term, 1978: HEAD OF GEOGRAPHY to lead a team of three geographers who work with the Co-ordinator of Humanities in arranging both integrated and specialist courses. A contribution is made to Integrated Humanities in the foundation year and to Social Studies, a common core subject for all pupils in fourth and fifth years. In addition, option courses in Geography are offered at 'O' level, C.S.E. Mode 3, 'A' level and C.E.E. The school owns an outdoor centre in the Yorkshire Dales and the department arranges a programme of relevant fieldwork trips for all age groups.

SCALE 2 POSTS

ST. MARY'S R.C. COMPREHENSIVE SCHOOL (No. on Roll: 900 mixed: 11-18 years)
Menston, Ilkley
Headteacher: Mr. J. J. Dalton, B.A.
Telephone: Menston 72951
NW.6 Remedial Department
Required for September, 1978, experienced Remedial Teacher to take General subjects with 1st/2nd Year Group.
NW.7 Technical Studies
Required for September, 1978, teacher to specialise in Woodwork and Technical Drawing to 'O' level standard; 16+/C.S.E. (Mode 3) Work available and integrated Design/Craft approach obtains to this level. Applications from newly qualified teachers will be considered but such an appointment would be at Scale 1 level.
Application forms and further details (stamped addressed envelope, please) from the Headmaster, returnable to the Chairman of Governors, Rev. C. Finn, The Presbytery, Bridge Street, Otley, W. Yorkshire. Closing date 20th January, 1978.

E.29 BRIGSHAW SCHOOL (No. on roll: 1,100: 11-18 years)
Brigshaw Lane, Allerton Bywater, Castleford, W. Yorks, WF10 2HR
Headteacher: Mr. C. A. Rollinson, B.A.
Telephone: Leeds 865317/8
Required for Easter, 1978: teacher to take charge of Rural Science throughout the school, and to develop it as a practical-based subject. The Science Faculty of this purpose-built, developing school has well equipped laboratories, a greenhouse, animal house and land available for Rural Science development. The ability to teach Combined Science in the Lower School and some Biology would be an advantage.

SCALE 1 POSTS

W.22 PUDSEY GRAMMAR SCHOOL (No. on roll: 1,200 Mixed: 11-18 years)
Richardshaw Lane, Pudsey, LS28 7ND
Headteacher: Mr. L. B. Hodgson, B.Sc.
Telephone: Pudsey 570278/562619
Required for Easter, 1978: a teacher of FRENCH and GERMAN. German would be taught up to C.S.E. and 'O' level and there is also a possibility of Sixth form work in this subject.

ST. MARY'S R.C. COMPREHENSIVE SCHOOL (No. on Roll: 900 mixed: 11-18 years)
Menston, Ilkley
Headteacher: Mr. J. J. Dalton, B.A.
Telephone: Menston 72951
NW.8 Mathematics
Required for September, 1978, teacher to teach across the ability range, 'O' level/C.S.E. (Mode 1) Work available for suitable candidate with prospect of continuity to 'A' level standard.
NW.9 Physical Education
Required for September, 1978, assistant for girls' P.E. to join a team of two men and one woman. Excellent facilities include Splendid Sports Hall.
Application forms and further details (stamped addressed envelope, please) from the Headmaster, returnable to the Chairman of Governors, Rev. C. Finn, The Presbytery, Bridge Street, Otley, W. Yorkshire. Closing date: 20th January, 1978.

NE.17 BOSTON SPA COMPREHENSIVE SCHOOL (No. on Roll: 1,760: 11-17 years (18 eventually))
Clifford Moor Road, Boston Spa, Wetherby, West Yorks.
Headteacher: Mr. J. R. Hanson, M.A.
Telephone: 930 842915
Required for 20th February, 1978: ASSISTANT TEACHER OF HISTORY to share in an integrated Humanities course in Years 1 and 2 and to teach History in Year 3. An appreciation of the approach of the Schools Council 13-16 History Project is required for the Year 3 work.
Apply immediately by letter to the Headmaster at the school, stating age, qualifications, experience and naming two referees.

E.30 PRIMROSE HILL HIGH SCHOOL (No. on roll: 624: 13-18 years)
Hill Street, Leeds, LS9 7NT.
Headteacher: Mrs. J. M. Ayling
Telephone: Leeds 454818
Required for the beginning of the Summer Term, or September, 1978: a teacher, graduate preferred, of Mathematics at all levels. Courses are established in 'A' level Pure and Applied, 'O' level Mathematics, 'O' level Computers and C.S.E. Mathematics Modes 1 and 3. Applicants should have a keen interest in teaching in a multi-cultural school. Further details are available from the school and potential applicants are welcome to visit the school by appointment.

SECONDARY
Physical Education
continued

OLDHAM
(Metropolitan Borough of)
EDUCATION COMMITTEE
FAILSWORTH SCHOOL
Brierley Avenue, Failsworth, Manchester
Required for Easter, 1978, at this 11 to 16 mixed comprehensive school of about 1,300 pupils, Scale 2 experienced TEACHER of BOYS' P.E.
Send S.A.E. for application form to Director of Education, Education Offices, Old Town Hall, Middleton Road, Chadderton, Oldham, OL9 6PP, returnable to the Head at the school by January 20th.

SHEFFIELD
EDUCATION COMMITTEE
ST. PETER'S R.C. SCHOOL
Morrall Road, Sheffield, S5 9AJ
An 11 to 16 Secondary
Required from 3rd April, 1978, in this Roman Catholic School, a TEACHER to work within the PHYSICAL EDUCATION DEPARTMENT and to be responsible for GIRLS' PHYSICAL EDUCATION. Scale 2.
Application forms are obtainable from the Headmaster and should be returned to the Secretary to the Governors, Father P. Kirkham, care of St. Peter's R.C. School, at the above address within 14 days of the appearance of this notice.

Scale 1 Posts

CROYDON
(London Borough of)
ASHBURTON HIGH SCHOOL
Shirley Road, Croydon CR0 7AL
01-656 9222
Tenable 1st May, 1978.
TEACHER of GIRLS' P.E. Ability to teach and coach a variety of sports is required. A commitment to Drama teaching would be an advantage.
Salary: Burnham Scale 1 with London Area Allowance.
Reasonable removal expenses will be reimbursed (details on request).
Please send S.A.E. for application form from and returnable to the Head Teacher at the above address. Closing date 28th January, 1978.

DEVON
PLYMPTON SECONDARY SCHOOL
Moorland Road, Plympton, Plymouth
Required as soon as possible, a TEACHER for GIRLS' PHYSICAL EDUCATION and GAMES with either GENERAL SCIENCE or ENGLISH to C.S.E./"O" level and First Year Integrated Studies. Scale 1.
Application forms (stamped addressed envelope) from Headmaster, returnable to him as quickly as possible.

Somerset

Applications are invited from suitably qualified and experienced teachers for the following posts. Unless otherwise stated application forms and details (S.A.E., foolscap) from the Heads at the school.
STAP forms accepted from students for first appointments only.
Please quote reference 6/1 on correspondence.

Secondary

Kingsmead Comprehensive, Wiveliscombe
(11-16 mixed, 520)
For April, 1978, HEAD OF MATHEMATICS, Scale 3 or 4. This is a senior post for which a well-experienced teacher is required. The Scale 4 post will be available for the successful candidate who will be prepared to take on a pastoral role. Closing date: 23rd January, 1978.

Buckler's Hard Comprehensive, Yeovil
(11-16 mixed, 1,265)
For September, 1978:—
(i) Teacher of ENGLISH, Scale 2, to be responsible for Lower School English and to organise the school newspaper and magazine.
(ii) Teacher of ENGLISH, Scale 2, to be responsible for Resources and to take a special interest in less-able children.
(iii) For September, 1978, teacher of SCIENCE, Scale 1. A particular interest in Chemistry may be an advantage, but work throughout the age and subject range would be available to a suitable candidate. Excellent facilities in new laboratories.
Closing date: 23rd January, 1978.

Primary Headships

Highbridge County Infants, Highbridge
For September, 1978, HEAD for this Group 5 school. Application forms and details (S.A.E.) from Staffing (T) Section, Education Department, County Hall, Taunton. Closing date: 23rd January, 1978.

Horsington C.E. V.C. Primary, nr. Templecombe
For September, 1978, HEAD for this Group 1 school. Application forms and details (S.A.E.) from Staffing (T) Section, Education Department, County Hall, Taunton. Closing date: 23rd January, 1978.

Primary Deputy Headship

Cheddar County First, Cheddar
For April, 1978, DEPUTY HEAD for this Group 4 school. Music an advantage.
Closing date: 23rd January, 1978.

Primary

Westbury-sub-Mendip V.C. Primary, nr. Wells (70)
(6th January, 1977, only)
For April, 1978, enthusiastic teacher, Scale 1, for infant class, age 5-7, in this three-teacher school. Interest in Language Development and some musical ability desirable.
Closing date: 16th January, 1978.

Special Schools

Merrifield Educational Unit
Merrifield Children's Unit, Tone Vale, Taunton
Re-advertisement.
Applications are invited from suitably qualified and experienced teachers who have an active interest in therapeutic education for the post of DEPUTY HEAD of this children's unit. Duties to commence September, 1978. Group 4(S).
This Children's Unit is an increasingly important psychiatric unit which caters residentially for 25/30 children who suffer from a wide range of emotional/behavioural/educational difficulties. Previous applications will be re-considered on request. Closing date: 23rd January, 1978.

Others

Peripatetic Teacher of the Cello
For the Taunton, Bridgwater and West Somerset area. To commence January, 1978, or as soon as possible. Duties include instrumental tuition to small groups of pupils and individuals in secondary and middle schools and certain primary schools; direction of orchestras and other ensembles at the Taunton Music Centre and involvement in the activities of the Somerset Youth Orchestra. Ability to teach double bass is desirable and conducting experience with some pianistic ability, although not essential would be useful. A suitable candidate may be appointed within Burnham Scale 2.
Application form and details (S.A.E.) from Staffing (T) Section, Education Department, County Hall, Taunton.
Closing date: 16th January, 1978.

LEICESTERSHIRE
THE WELLAND PARK COLLEGE
Welland Park Road
Market Harborough, Leics
In the Leicestershire Plan for the organisation of Secondary Education
High, 11 to 14
(Roll 700)
PHYSICAL EDUCATION
Scale 1
Required January or April, an intelligent and thoughtful TEACHER to assist with BOYS' PHYSICAL EDUCATION. Interest in work with all abilities essential.
Further details from the Head. Apply immediately (no forms) with full particulars and the names and addresses of two referees (S.A.E.).

NEWCASTLE upon Tyne
(City of)
EDUCATION COMMITTEE
RUTHERFORD SCHOOL
Temporary TEACHER of BOYS' P.E. (Scale 1)
Required as soon as possible, 1978, for either one or two terms, a suitably qualified temporary teacher for appointment to a Scale 1 post for Boys' Physical Education (a special interest in swimming would be an advantage) at this county co-educational comprehensive school.
Application forms, obtainable from the Director of Education, Civic Centre, Newcastle upon Tyne NE1 8PU, to be returned to the Headmistress, Rutherford School, West Road, Newcastle upon Tyne NE4 9LU, by January 20, 1978.

NORFOLK
COUNTY COUNCIL
EDUCATION DEPARTMENT
NORTH WALSHAM HIGH SCHOOL
North Walsham, Norfolk
(585 Girls)
Acting Head Teacher, Miss E. M. Whitworth
February 20, 1978. TEACHER Scale 1 required in the grammar school to share the teaching of GAMES and PHYSICAL EDUCATION throughout the school. Ability to take some Junior French a strong advantage.
Forms available from the school (S.A.E. please).

TRAFFORD
(Metropolitan Borough of)
EDUCATION DEPARTMENT
WELLINGTON SECONDARY SCHOOL FOR GIRLS
(750 girls)
Wellington Road, Timperley, Altrincham
Telephone: 061-928 4107
PHYSICAL EDUCATION—Scale 1
To take up post Easter, 1978.
The person appointed will be expected to teach Gymnastics and Games to mixed ability groups throughout the school.
Application forms, available from the Head of the school, should be returned as soon as possible.

Religious Education

Other Posts on Scale 2 and above

OLDHAM
(Metropolitan Borough of)
EDUCATION COMMITTEE
RADCLYFFE SCHOOL
Broadway, Chadderton, Oldham
Required for April, 1978, at this 11 to 18 mixed comprehensive school of about 1,100 pupils, a well qualified and experienced TEACHER of RELIGIOUS STUDIES for Scale 3 post as Head of Department and to teach to "O" and "A" level.
Previous applications remain under consideration.
Send S.A.E. for application form to Director of Education, Education Offices, Old Town Hall, Middleton Road, Chadderton, Oldham, OL9 6PP, returnable to the Head at the school by January 20th, 1977.

Scale 1 Posts

CORNWALL
EDUCATION COMMITTEE
There is a scheme for removal expenses.
FOWEY SCHOOL
Windmill, Fowey
Roll: 960
11 to 16 Comprehensive
Headmaster: K. Eglin, B.Sc.
RELIGIOUS EDUCATION, Scale 1. Required from the beginning of the Summer Term, a specialist TEACHER of RELIGIOUS EDUCATION to be responsible for the subject throughout the school. C.S.E. and "O" level examinations are taken. Scale 2 may be available for suitably experienced and qualified person.
Full details of qualifications and experience, and the names of two referees to Mr. K. Eglin, Headmaster.
Closing date: Three weeks from the appearance of this advertisement.

EALING
(London Borough)
EDUCATION SERVICE
NORTHOLT HIGH SCHOOL
(10 form entry co-educational)
Eastcote Lane, Northolt
Middlesex UB4 4HW
Required as soon as possible a Scale 1 TEACHER of RELIGIOUS EDUCATION in this all ability 12-18 years co-educational high school. Religious Education to be taught throughout the age and ability range. It is hoped that the person appointed would have an interest in the practical application of the subject in its humanities and community aspect.
London Weighting £402.
In appropriate cases, subject to conditions, assistance may be granted for legal fees for house purchase, removal expenses, lodgings, subsistence and travel expenses whilst looking for accommodation.
Applications to the Head at the School (S.A.E.).

REDBRIDGE
(London Borough of)
BEAL HIGH SCHOOL
Woodford Bridge Road, Redbridge, Ilford, IG4 5LP
Head: Mr. R. J. Mangel, B.A.
Telephone number: 01-550 2753/4190
Suitably qualified and experienced TEACHER of RELIGIOUS EDUCATION (Scale 1) required as soon as possible in this developing 11-18 mixed comprehensive school.
Outer London Allowance is payable.
Further details and application forms are available from the Head Teacher at the school or STAP. [illegible]

Science

Heads of Department

BARNSLEY
HONEYWELL SCHOOL
Honeywell Lane, Barnsley
(Mixed Comprehensive 640 on roll)
Headteacher: F. E. Jones, B.A.
Required for Easter:
HEAD of SCIENCE (Scale 3), a suitably qualified and experienced teacher to give strong leadership to an expanding department. Candidates should be sympathetic to the aims of comprehensive education and willing to work closely with appropriate specialist colleagues.
Application forms obtainable from and returnable to the Headteacher (S.A.E., please).

CORNWALL
EDUCATION COMMITTEE
There is a scheme for removal expenses.
POOL SCHOOL
Church Road, Pool
Redruth TR15 3PZ
(Comprehensive 11 to 16)
Headmaster: P. G. W. Taylor, A.C.P.
HEAD of SCIENCE, Scale 4.
Required in April, 1978, HEAD of SCIENCES. The Governors will seek to appoint, in this senior post, a very well qualified and experienced teacher, capable of organizing and inspiring a large expanding department. Most of the Science Department is housed in a new building where teaching conditions are excellent. Subjects taught include General Science, Biology, Physics, Chemistry to C.S.E. and G.C.E. "O" level.
For very full details and method of application, please write immediately (enclosing S.A.E., 24 cm by 16.5 cm approximately), to the Headmaster, Pool School, Church Road, Pool, Redruth, Cornwall TR15 3PZ.
Closing date: Three weeks from the appearance of this advertisement.

OLDHAM
(Metropolitan Borough of)
EDUCATION COMMITTEE
NORTH CHADDERTON SCHOOL
Chadderton Hall Road, Chadderton, Oldham
Required as soon as possible at this 11-18 mixed comprehensive school of about 1,100 pupils, Scale 4 experienced TEACHER as HEAD of BIOLOGY. Applicants must be capable of organizing the Department and teaching to Advanced Level.
Send s.a.e. for application form to Director of Education, Education Offices, Old Town Hall, Middleton Road, Chadderton, Oldham OL9 6PP, returnable to the Head at the school by January 20, 1978.

WEST SUSSEX
MID-SUSSEX AREA
OAKMEEDS SCHOOL
Burgess Hill
11-16 mixed comprehensive, 1,500 on roll.
Required as soon as possible, Scale 2 TEACHER in charge CHEMISTRY to teach Chemistry to "O" level and combined science to Lower school. Scale 3 available for exceptionally qualified candidate.
Form and details from Head Teacher on receipt of s.a.e.

Other Posts on Scale 2 and above

BEDFORDSHIRE
EDUCATION SERVICE
SOUTHERN AREA
HALYARD HIGH SCHOOL
Emerald Road, Luton, Beds.
Headmaster: Mr. R. D. Hound, B.A.
See Scale 1 Science.

BRENT
(London Borough of)
AYLESTONE HIGH (MIXED) SCHOOL
Aylestone Avenue NW6 7AD
(multi-racial, comprehensive, Social Priority School, Roll 1,000, 11-18, 260 in the Sixth Form)
Headmaster, Brian Furniner, B.A.
Required from Easter or earlier if possible:
DEPUTY HEAD of SCIENCE (Scale 3). All candidates are invited to visit the School prior to making formal application.
London Allowance of £403 per annum is payable and there is a scheme for assistance with removal expenses including legal fees, etc., travelling and lodging allowances.
Candidates should apply by letter to the Head of the School within seven days giving age, present post, qualifications, experience and references, enclosing S.A.E. for reply.

DURHAM
COUNTY COUNCIL
DURHAM GILESGATE COMPREHENSIVE SCHOOL
11-18 years, 1,160 on roll.
PHYSICS. Salary Scale 4. GRADUATE required for April 1978, to be second in department and to teach subject to O.C.S. Advanced and Special Levels.
Stamped addressed envelope for application form to Area Education Office, County Hall, Durham.
Closing date for receipt of applications January 23, 1978.

ESSEX
BUCKHURST HILL COUNTY HIGH
(Roll 720)
Roding Lane, Chigwell
Tel. 01-500 2758
PHYSICS/ELECTRONICS
Scale 3. Required April or September, experienced GRADUATE to teach PHYSICS to "O" and "A" level and ELECTRONICS to C.S.E. Sixth Form of 160, 55 studying "A" level Physics. Opportunity to share responsibility of running Physics department. London Fringe Allowance.
Application forms and further particulars may be obtained from the Head of the School, to whom completed application forms should be returned (foolscap S.A.E. please).

HAMPSHIRE
WESTGATE SCHOOL
Winchester
(11 to 16 Comprehensive Mixed 960 on roll)
Scale 2 trained GRADUATE to teach SCIENCE.
[illegible]

HERTFORDSHIRE
GRANGE PARK SCHOOL
London Road, Bushey
Six-form entry all-ability boys' school in pleasant area, with excellent site and facilities.
Required April:—
TEACHER for CHEMISTRY (Scale 2 plus London Allowance). The teacher appointed will be required to help with General Science and Schools Council Integrated Science Project courses in the main part of the school, and to teach Chemistry to "A" level. The school has extensive laboratory provision.
Further details from the Headmaster, to whom letters of application should be sent, together with the names and addresses of two referees.

LEICESTERSHIRE
MOAT GIRLS' SCHOOL
Orson Street, Leicester
Comprehensive 11 to 16
(Roll 560)
SCIENCE, Scale 1 or 2 according to experience plus S.P.S. allowance.
Required April. SCIENCE TEACHER with ability to teach CHEMISTRY to C.S.E. and "O" level standard.
Further details from the Head. Apply immediately (no forms) with full particulars and the names and addresses of two referees (S.A.E.).

LONDON, W.6
LATYMER UPPER SCHOOL
Hammersmith, London W6 9LR
(Direct Grant going Independent; H.M.C.; 1,100 boys)
Wanted for April 1978: a GRADUATE to be SECOND in the BIOLOGY Department. Scale 3 must for a suitably experienced person.
Bachelor accommodation might be available during term time.
Applications, together with full curriculum vitae and the names of two referees, to the Headmaster, Latymer Upper School, King Street, London, W6 9LR.

MERTON
(London Borough of)
PELHAM HIGH (MIXED) SCHOOL
Headmaster: Mr. G. W. P. Hound, M.A.
See under SCIENCE Scale 1 posts.

NEWCASTLE upon Tyne
(City of)
EDUCATION COMMITTEE
WEST DENTON HIGH SCHOOL
TEACHER in charge of BIOLOGY (Scale 3)
Required for the Summer Term, 1978, or as soon as possible thereafter, a suitably qualified and experienced teacher for appointment to a Scale 3 post for teacher in charge of Biology (also second in Science Department) at this county Co-educational Comprehensive School.
Application forms, obtainable from the Director of Education, Civic Centre, Newcastle upon Tyne NE1 8PU, to be returned to the Headmaster, West Denton High School, off West Denton Way, Newcastle upon Tyne NE5 2SZ, by January 20, 1978.

OLDHAM
(Metropolitan Borough of)
EDUCATION COMMITTEE
BREEZE HILL SCHOOL
Roxbury Avenue, Oldham
Required for April, 1978, at this 11-18 mixed comprehensive school of about 1,100 pupils, Scale 2 experienced TEACHER in charge of PHYSICS. Ability to teach to "A" Level essential. Social Priority Allowance payable.
Send s.a.e. for application form to Director of Education, Education Offices, Old Town Hall, Middleton Road, Chadderton, Oldham OL9 6PP, returnable to the Head at the school by January 20, 1978.

WEST SUSSEX
NORTH EASTERN AREA
SACKVILLE SCHOOL
Lewes Road, East Grinstead, Sussex
MASTER/MISTRESS to take charge of Lower School SCIENCE: years 1 and 2. Scale 2. A course based on Nuffield Combined Science is followed. The School is a mixed 11 to 18 comprehensive with 1,300 on roll.
Details and form from Headmaster on receipt of S.A.E.

Scale 1 Posts

BEDFORDSHIRE
EDUCATION SERVICE
SOUTHERN AREA
HALYARD HIGH SCHOOL
Emerald Road, Luton, Beds
Headmaster: Mr. R. D. Hound, B.A.
Required for January, 1978, for one term only, temporary TEACHER of PHYSICS to C.S.E. and "O" level. This post arises from the secondment of a member of the Science Team. An appointment above Scale 1 will be considered for a suitably qualified candidate. Applications invited from newly qualified teachers.
Application forms obtainable from and returnable to the Headmaster.

BRENT
(London Borough of)
CARDINAL HINSLEY CATHOLIC BOYS' HIGH SCHOOL
Harlesden Road, NW10 3RN
(Roll 840, 11-18, six form entry)
Required as soon as possible—SCIENCE TEACHER (Scale 1) to join enthusiastic team. Mainly teaching Integrated Science in the Lower School and some separate Science in Upper School to C.S.E./"O" Level. Possibility of "A" Level teaching later.
London Allowance of £402 per annum is payable and there is a scheme for assistance with removal expenses including legal fees, etc., travelling and lodging allowances.
Candidates should apply by letter to the Head of the School within seven days giving age, present post, qualifications, experience and references, enclosing s.a.e. for reply.

BRENT
(London Borough of)
ST. GREGORY'S HIGH (MIXED) SCHOOL
Donnington Road, Kenton, Harrow, Middlesex HA3 0NB
(Roll 900, 11-18)
Required as soon as possible in this R.C. Comprehensive School, PHYSICS TEACHER (Scale 1) to teach Physics to C.S.E. level and to assist with Integrated Science Courses. A variety of G.C.E. "A", "O" and C.S.E. Courses are well established. The school which is in a modern building in an attractive suburban area, has well equipped laboratories.
London Allowance of £402 per annum is payable and there is a scheme for assistance with removal expenses including legal fees, etc., travelling and lodging allowances.
Candidates should apply by letter to the Head of the School within seven days giving age, present post, qualifications, experience and references, enclosing S.A.E. for reply.

COVENTRY (City of)
CALUDON CASTLE BOYS' COMPREHENSIVE SCHOOL
(1,660 on roll)
Required immediately:
SCIENCE, Scale 1 (Physics preferred but any other specialism considered). Temporary for 1 year appointment.
Canvassing disqualifies. Closing date 10 days after appearance of advertisement.
Apply by letter giving full details (age, qualifications, experience) and names and addresses of two educational referees to the Headmaster at the school, Axholme Road, Coventry CV2 5BD.

COVENTRY (City of)
THE HILL WOOD GIRLS' COMPREHENSIVE SCHOOL
(1,650 on roll)
Required immediately:
COMBINED SCIENCE with PHYSICS or CHEMISTRY. Experienced for temporary 1 term appointment.
Canvassing disqualifies.
Apply by letter giving full details (age, qualifications, experience) and names and addresses of two educational referees to the Headmistress at the school, Nutbrook Avenue, Coventry CV3 1PW.

HARINGEY
(Borough of)
NORTHUMBERLAND PARK MIXED COMPREHENSIVE SCHOOL
Trulock Road, Tottenham, N17 0PG
Telephone: 01-801 0091
Required for January, 1978, or as soon after as possible TEACHER of BIOLOGY INTEGRATED SCIENCE.
Salary Scale 1.
Additional allowances payable: London Allowance £402; Social Priority Allowance £201-£276.
This vacancy offers the successful candidate an opportunity to join the Science team in a new and developing school where general standards and a carefully structured pastoral system enjoy high priority.
The Science team is seeking a Science specialist who is able to offer Biology and Lower School Integrated Science with the possibility of "A" Level Nuffield Biology next academic year.
Applicants should be enthusiastic and energetic teachers who would welcome involvement in a close-knit and forward-thinking department. The successful applicant would be expected to make a significant contribution to the construction of course work at all levels.
Application forms and further details obtainable from the undersigned (S.A.E.) to be returned to the Headmaster at the school immediately. Candidates interested in a temporary position are invited to notify the School as soon as possible.
Retired teacher could be considered for a temporary part-time post.
Removal expenses—100 per cent allowed.
Chief Education Officer, Education Offices, Somerset Road, N17 9EH.

HARINGEY
(Borough of)
EDUCATION SERVICE
Required as soon as possible: Experienced TEACHERS of SCIENCE to fill vacancies on temporary supply basis.
Please apply immediately by letter, enclosing curriculum vitae, to Chief Education Officer, Education Office, Somerset Road N17 9EH.

LONDON BOROUGH OF BRENT
EDUCATION COMMITTEE
SUPPLY TEACHERS

Required immediately to take posts on the Authority's Panel of Secondary Supply Teachers. Teachers offering any subject will be considered but applications would be particularly welcome from specialists in Mathematics, Physics and Handicrafts. Preferably the teachers should have completed probation and have experience in multi-cultural schools. A limited number of posts are also available for Primary Supply Teachers.

Salary is payable on Scale 1 at a daily rate of 1/200th of annual salary including London Allowance (and Social Priority or Special Schools Allowance where applicable). Application forms (foolscap S.A.E.) obtainable from and returnable to the Director of Education (STAFF/RT), PO Box No 1, Chesterfield House, 9 Park Lane, Wembley HA9 7RW.

SECONDARY
Science
continued

HEREFORD AND WORCESTER
COUNTY COUNCIL
EDUCATION DEPARTMENT
REDDITCH, ST. AUGUSTINE'S R.C. HIGH SCHOOL
Walkwood Drive, Redditch, Worcs. B97 5AX
Vacancy at Scale 1 for a GRADUATE to teach CHEMISTRY to (Nuffield) "A" level with subsidiary PHYSICS or MATHEMATICS. The successful applicant should also be able to contribute to the pastoral welfare of Catholic pupils and take a full part in the life of a Church School. An interest in Games or other O.O.S. activities should be indicated. This post could be temporary or permanent.
Application form and further particulars available from the Headmaster, upon receipt of a S.A.E. (foolscap).

HUMBERSIDE
EDUCATION COMMITTEE
GRIMSBY DIVISION
WESTERN COMPREHENSIVE SCHOOL
Cambridge Road, Grimsby
Required as soon as possible — SCIENCE GRADUATE to teach either PHYSICS, CHEMISTRY or BIOLOGY. The School, pleasantly situated on the Western edge of Grimsby has five laboratories, three of which are new.
Application forms obtainable from the Head Teacher at the school to whom they should be returned as soon as possible.
WINTRINGHAM SCHOOL
Weelsby Avenue, Grimsby
Required for April, 1978.
TEACHER preferably graduate, able to share the teaching of BIOLOGY throughout the school, up to and including G.C.E. "A" level. Ability to assist in the teaching of integrated science in the lower school is desirable.
Application forms obtainable from the Head Teacher at the school to whom they should be returned within 10 days of the appearance of this advertisement.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
MEDWAY DIVISION
CHATHAM-WALDERSLADE SECONDARY SCHOOL FOR BOYS
Bradfields Avenue
Required as soon as possible: A TEACHER of RURAL SCIENCE or TEACHER of BIOLOGY prepared to undergo in-service training if necessary for Rural Science. Further details available from the school. Social Priority School's allowance payable.
Applications by letter to the Headmaster giving curriculum vitae and two referees.

MAIDSTONE DIVISION
SENACRE SCHOOL
Maidstone
Required April, 1978, or earlier to join a friendly and expanding Science Department:
TEACHER for GENERAL SCIENCE, Scale 1. The person appointed should be willing to teach boys and girls of all ages and abilities up to C.S.E. and "O" level standard. Preference will be given to candidates who can also offer some assistance with integrated science. The post would offer extremely good experience in a well organised department with good facilities to a college leaver.
Application forms and further details from the Headmistress (S.A.E.).

MERTON
(London Borough of)
EDUCATION COMMITTEE
PELHAM HIGH (MIXED) SCHOOL
Southey Road, Wimbledon, SW19 1NU
Headmaster: Mr G. W. P. Hound, M.A.
Age range: 13 to 18 years
Required in January or as soon as possible thereafter, a TEACHER of SCIENCE: preferably specialising in PHYSICS. This is a Scale 1 post but a Scale 2 post could be available for a well qualified and experienced applicant.
London Allowance £402. Legal expenses up to £200 and assistance towards removal expenses will all be considered where appropriate.
Application should be made in writing to the Headmaster stating qualifications, experience and the names of two referees, as soon as possible.

NORTH YORKSHIRE
COUNTY COUNCIL
NORTHALLERTON GRAMMAR SCHOOL
(750 co-educational comprehensive)
Required as soon as possible, A MASTER or MISTRESS to teach PHYSICAL SCIENCE and MATHEMATICS. Scale 1 post. An interest in out-of-school work would be an advantage.
Application forms (s.a.e.) from the Headmaster, Northallerton Grammar School, Northallerton DL6 1DD, to whom completed forms should be returned as soon as possible.

OLDHAM
(Metropolitan Borough of)
EDUCATION COMMITTEE
BREEZE HILL SCHOOL
Roxbury Avenue, Oldham
Required for April, 1978, at this 11 to 18 mixed comprehensive school of about 1,100 pupils, Scale 1 TEACHER of CHEMISTRY. Must be capable of teaching to "A" level. An interest in Junior Science desirable. Social Priority Allowance payable.
Send S.A.E. for application form to Director of Education, Education Offices, Old Town Hall, Middleton Road, Chadderton, Oldham OL9 6PP, returnable to him immediately.

OLDHAM
(Metropolitan Borough of)
EDUCATION COMMITTEE
HATHERSHAW SCHOOL
Bellfield Avenue, Oldham
Required immediately at this 11 to 18 mixed comprehensive school of about 600 pupils, with good science facilities, Scale 1 TEACHER of PHYSICS. Temporary appointment considered.
Send S.A.E. for application form to Director of Education, Education Offices, Old Town Hall, Middleton Road, Chadderton, Oldham OL9 6PP, returnable to him immediately.

REDBRIDGE
(London Borough of)
NIGHTINGALE HIGH SCHOOL
Elmcroft Avenue, Wanstead, London, E11
Telephone: 989 9052
Headmaster: M. J. Wootton, B.Sc., L.R.I.C., M.I.Biol.
Suitably qualified and experienced TEACHER of SCIENCE (Scale 1) required as soon as possible in this developing 11 to 18 mixed comprehensive school to teach the mainly Nuffield Combined Science with some Physics to C.S.E. level. The Science Department has recently moved into a new laboratory suite.
Outer London Allowance is payable.
Further details are available from the Head Teacher at the school to whom applications by letter should be sent as soon as possible giving details of age, education, qualifications and experience together with the names of two referees, or STAP.

REDBRIDGE
(London Borough of)
SEVEN KINGS HIGH SCHOOL
Ley Street, Ilford IG2 7BT
Tel No: 554 8935
Headteacher: Miss M. R. Evans, M.A.
Suitably qualified and experienced TEACHER of PHYSICAL SCIENCES (Scale 1) required as soon as possible in this well-established 11-18 mixed comprehensive school. A candidate able to start the teaching of "A" level Physics and also to teach Chemistry to C.S.E. and G.C.E. "O" level is required. Some lower school general science will also be involved.
Outer London Allowance is payable.
Further details are available from the Headteacher at the school to whom applications by letter should be sent as soon as possible giving details of age, education, qualifications and experience together with the names of two referees, or STAP.

LONDON BOROUGH OF
CROYDON
EDUCATION COMMITTEE

Applications are invited from suitably qualified and experienced candidates for the following posts, all tenable 1st September, 1978.

EDENHAM HIGH SCHOOL
Orchard Way, Shirley, CR0 7NJ

Edenham is an 11-16 purpose-built mixed comprehensive school which began with 240 first-year pupils and will accept its second-year intake in September.

ENGLISH DEPARTMENT
Applications are invited from strong and successful classroom teachers for a Scale 2 post in the English Department. The successful candidate will be expected to help in the development of the English Department over the next few years.
Salary Scale 2

MATHEMATICS DEPARTMENT
Applications are invited from strong and successful classroom teachers for a Scale 2 post in the Mathematics Department. The successful candidate will be expected to help in the development of the Mathematics Department over the next few years.
Salary Scale 2.

TECHNICAL SUBJECTS
Required, a teacher of Technical subjects. The successful candidate will have the opportunity to grow with the school as craft subjects develop in a new craft block.
Salary Scale 1.

Salary—Burnham Scale with London Area Allowance. Reasonable removal expenses will be reimbursed (details on request).
Please send stamped addressed envelope for application form from and returnable to the Head Teacher at the above address by 20th January, 1978.

SHROPSHIRE
EDUCATION COMMITTEE
[illegible] SCHOOL
Adams Avenue, Newport
Shropshire
TEACHER of GENERAL SCIENCE and PHYSICS and of CHEMISTRY to C.S.E. and "O" level.
Further details from Headteacher (S.A.E.).

SUTTON
(London Borough of)
CARSHALTON HIGH SCHOOL FOR BOYS
Winchcombe Road, Carshalton
[illegible]
Required 1st April 1978, or earlier, A TEACHER of PHYSICS, CHEMISTRY or PHYSICS BIOLOGY to join this large and progressive department [illegible] C.S.E., "O", "A" level and Nuffield Physics. Graduate preferred.
Applications to Headmaster in first instance.

WEST SUSSEX
NORTH EASTERN AREA
HOLY TRINITY SCHOOL
Buckswood Drive, Gossops Green, Crawley
C.E. Comprehensive School
Roll [illegible]
Vacancy exists from beginning of Summer Term for a TEACHER of MUSIC and SCIENCE. The music work includes some "O" and "A" level groups. The Science is entirely in the lower school. Opportunities exist for creative music in that the school has a strong choral tradition, a small orchestra and a small wind band.
Favourable housing scheme. London Fringe Area Allowance.
Applications by letter, including curriculum vitae and names and addresses of two referees to the Headmaster.

WILTSHIRE
THE DROVE SECONDARY SCHOOL
Drove Road, Swindon, Wiltshire
Head Teacher: Mr M. J. Cavanish, B.Sc.
Required from Easter or earlier: Scale 1 TEACHER, SCIENCE, mainly BIOLOGY for this Group 7 Comprehensive High School, pupils 11 to 14 years. All pupils transfer at 14 plus to a Senior High School. Letter of application to Headmaster.

WIRRAL
(Metropolitan Borough of)
BROMBOROUGH COUNTY SECONDARY SCHOOL
Acre Lane, Bromborough, Wirral, Merseyside L62 7BZ
700 pupils on roll
Required immediately ASSISTANT TEACHER, Scale 1, GENERAL SCIENCES to C.S.E., G.C.E. "O" level with General Science in lower school, a capability in Chemistry helpful.
Application forms or letter to Headmaster, to whom they should be sent as soon as possible.

Social Studies

Scale 1 Posts

WALTHAM FOREST
(London Borough of)
EDUCATION COMMITTEE
The Borough is within easy access of Central London and bordered by Epping Forest. London addition to salary payable.
Required as soon as possible.—
WILLIAM MORRIS SENIOR HIGH SCHOOL
Gainsford Road, London, E17 6QD
Headmistress: Mrs. J. Dowell, B.Com., M.Phil.
TEMPORARY SOCIAL STUDIES / HISTORY TEACHER required to teach up to fifth year, for one term due to Maternity Leave in this mixed comprehensive Senior High School (650 on roll, 14-18 years).
Closing date 17th January, 1978.
Application forms obtainable from the Head Teacher on receipt of stamped addressed envelope.

Technical Studies

Heads of Department

BERKSHIRE
BRAKENHALE SCHOOL
Rectory Lane, Bracknell
Required from the beginning of the summer term 1978:
A HEAD of DESIGN, Scale 4, to co-ordinate the work of Art, Technical and Home Economics Departments. An experienced teacher is required with qualities of leadership and organisation who has held a senior post in the technical department of a school and has a wide knowledge of aesthetic and technological design. London Fringe Allowance £150. Lodging allowance and removal expenses schemes in operation.
Forms and further details from the Head (S.A.E.) as soon as possible.

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Secondary Vacancies

The Authority would be pleased to receive applications from experienced teachers who are qualified in the following subjects:—

Design and Technology
Mathematics

Appointments will be made to a scale 1 post in the Authority's general teaching service, Inner London Allowance (£402) payable in addition to the Burnham salary.

For the appropriate application form please write to the Education Officer (TS2), Room 67, The County Hall, London SE1 7PB, stating whether the application is for a first appointment or not, or you are welcome to telephone 01-633 2101 for further details.

Other Posts on Scale 2 and above

BRENT
(London Borough of)
PRESTON MANOR HIGH (MIXED) SCHOOL
Carlton Avenue East, Wembley, HA9 8NA
(Roll 1,150 expanding to full 7 form entry 11-18, approximately 200 in well established Sixth Form. Excellent modern facilities in all subjects)
Required as soon as possible — CRAFT TEACHER (Scale 1 or 2 according to experience) to work in a well established department, mainly with Middle and Lower School, with excellent facilities for the teaching of Metalwork, Woodwork and Engineering Drawing. A candidate is sought who is willing to show initiative in the department and to contribute to the general life of the School. A temporary appointment would be considered from January, 1978. Part-time applicants and applicants with engineering experience would also be considered.
London Allowance of £402 per annum is payable and for full-time permanent appointments there is a scheme for assistance with removal expenses including legal fees, etc., travelling and lodging allowances.
Candidates should apply by letter to the Head of the School within seven days giving age, present post, qualifications, experience and references, enclosing S.A.E. for reply.

ESSEX
ST HELENA SCHOOL
Sheepen Road, Colchester
(Roll 1,100)
Tel.: Colchester 72253
WOODWORK
Required April or September HEAD of WOODWORK Scale 3. Experienced TEACHER with interest in design in work as member of a team in Technical Studies Department teaching boys girls to "O" level. Willing to be involved in other activities within school.
Apply Head Teacher before 23rd January, 1978. (foolscap S.A.E. please).

HEREFORD & WORCESTER
COUNTY COUNCIL
EDUCATION DEPARTMENT
KINGSTONE HIGH SCHOOL
Kingstone, Hereford HR2 9HJ
(Mixed 11 to 16 Comprehensive —670 on roll)
An ASSISTANT MASTER/MISTRESS for TECHNICAL SUBJECTS, mainly WOODWORK, is required for the Summer Term, 1978. Scale 2 salary.
Application form and further particulars available from the Headmaster, upon receipt of an S.A.E. (foolscap).

Scale 1 Posts

BARKING
(London Borough of)
BISHOP WARD R.C. COMPREHENSIVE SCHOOL
Wood Lane, Dagenham
(Roll 700 boys)
Required for January, 1978, or as soon as possible thereafter:—
ART CRAFT — TWO enthusiastic TEACHERS required to join a dynamic team developing the inter-relationship between Art and Technology. The posts offer the opportunity of bridging the work of the Art and Craft departments and developing in the pupils an appreciation of the aesthetic qualities in the realisation of 3D design. Ideally applicants should be familiar with both the Art and Heavy Craft teaching environment. Scale 1.
London Addition £402 per annum. Reimbursement of removal expenses in approved cases.
Application form available (S.A.E.) from the Head Teacher returnable by 19th January, 1978.

BRENT
(London Borough of)
WEMBLEY HIGH (MIXED) SCHOOL
East Lane, Wembley, HA0 3NT
(Roll 1,007: 11-18)
Required from September—
TEACHER of TECHNICAL SUBJECTS, preferably graduate. A materials based design approach to the fields of metal, wood and plastics is required. There are four well-equipped modern workshops and a drawing office. The School is a well-established through Comprehensive School with a Sixth Form of 120. This Scale 1 post is within the Faculty of Design and Technology.
London Allowance of £402 per annum is payable and there is a scheme for assistance with removal expenses including legal fees etc., travelling and lodging allowances.
Candidates should apply by letter to the Head of the School within seven days giving age, present post, qualifications and experience and references, enclosing S.A.E. for reply.

CROYDON
(London Borough of)
ASHBURTON HIGH SCHOOL
Shirley Road, Croydon CR0 7AL
01-656 9222
Tenable immediately.
TEACHER of DESIGN and TECHNOLOGY to teach WOODWORK, METALWORK or TECHNICAL DRAWING to "O" level/C.S.E. This is a large thriving department with adequate technical assistance and it should be possible to modify the timetabling arrangements to make the best possible use of the particular skills of the successful candidate.
Salary Burnham Scale 1, with London Area Allowance.
Reasonable removal expenses will be reimbursed (details on request).
Please send s.a.e. for application form from and returnable to the Head Teacher at the above address as soon as possible.

DERBYSHIRE
NOEL BAKER SCHOOL
Bracknell Drive, Alvaston, Derby DE2 0BR
Headmaster: G. John, J.P., B.A., B.Sc. (Econ.)
Telephone Derby 72020
Required for Easter, a TEACHER (Scale 1) for WOODWORK to fifth form level and TECHNICAL DRAWING in the Lower School. Good facilities are available and G.C.E./C.S.E. courses are well established.
Applications by letter to the Headmaster immediately.

DURHAM
COUNTY COUNCIL
DARLINGTON CENTRAL COMPREHENSIVE SCHOOL
11-16 years, 600 on roll.
TECHNOLOGY. Salary Scale 1. TEACHER required for April, 1978, or earlier if possible, to teach any one or a combination of Technical Drawing, Woodwork or Metalwork to G.C.E. "O" Level.
Stamped addressed envelope for application form and further details to Area Education Office, "Craig Lea", Uplands Road, Darlington.
Closing date for receipt of applications January 23, 1978.

HILLINGDON
(London Borough of)
MELLOW LANE SCHOOL
Hewens Road, Hayes End, Hayes UB4 8JP
(Number on roll 1,150; 118 in Sixth Form)
Head Teacher, G. D. Walters, J.P., B.Sc.
Required for April or September TEACHER of METALWORK (Scale 1)
The appointed teacher will have the opportunity to participate in all aspects of the work of the Technical Studies department which has six specialist rooms: the ability to teach Motor Vehicle Studies will be welcome. Courses currently operating include Technical Drawing, Metalwork and Woodwork to "A" level and CSE Motor Vehicle Studies; Design Technology courses were started last September.
Students who will qualify at the end of the current academic year are welcome to apply.
Application forms from and returnable to the Head Teacher. Please enclose a stamped addressed envelope.
London Allowance payable.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
GRAVESHAM DIVISION
NORTHFLEET SCHOOL FOR BOYS
Colyer Road, Northfleet
(6-form Comprehensive Intake)
Required as soon as possible a TEACHER of TECHNICAL SUBJECTS who can offer Woodwork as a main interest. The Creative Arts Faculty is at present actively engaged in the teaching of Art, Pottery, Printing, Woodwork, Engineering, Metalwork, Art Metalwork, Plastics and Technical Drawing. There are excellent facilities, including six well-equipped workshops and three Arts studios. C.S.E. and "O" level courses are well established.
Applications by letter to the Headmaster at the school, giving full details and the names and addresses of two referees.

Other than by Subject Classification

Other Posts on Scale 2 and above

NORFOLK
COUNTY COUNCIL
EDUCATION DEPARTMENT
METHWOLD SECONDARY SCHOOL
Methwold, Norfolk
(560 mixed)
Required for April 1978: TEACHER Scale 2. To develop School Library and Resources Centre. The school will be reorganised in September to an all-ability High School.
Application forms and further details may be obtained by sending a stamped addressed envelope to the Head Teacher at the school.
Removal expenses are paid in accordance with the Authority's scheme.

CITY OF SALFORD
EDUCATION DEPARTMENT
BUILE HILL HIGH SCHOOL
Eccles Old Road, Salford M6 8RD
(11-16 Mixed Comprehensive, 1,190 pupils)
Required from May, 1978 (or September, 1978), TEACHER — CO-ORDINATOR of SCIENCE and MATHEMATICS Scale 4.
An experienced and successful teacher is required for the above post.
Please send s.a.e. for application form and further details to the Headmaster, at the above address to whom completed applications should be returned as soon as possible.

CITY OF BIRMINGHAM
Education Department

COUNTY SECONDARY SCHOOLS
SCALE 2 POSTS & ABOVE

Unless otherwise stated, for all posts in this section, initial applications (giving age, qualifications, experience and names of two referees) should be sent immediately, together with stamped addressed envelope, to Head of School.

Highgate School, Balsall Heath Road B12 1DS
Required Easter (or possibly September), HEAD OF MUSIC to organise class and specialist music teaching and encourage the musical life of the school. This is a Scale 3 post, although a Scale 2 might be offered to a keen but less-experienced teacher.

Hodge Hill School, Bromford Road B36 8HB
Required for the summer term: MATHEMATICS teacher to undertake responsibilities of Second in the Department. The department teaches the whole range of ability; courses lead to C.S.E. and G.C.E. 'O' and 'A' levels. Scale 2 post available.

Kings Norton School, Downland Close B38 8QT
Scale 2. ENGLISH/LIBRARIAN. To organise Library and teach all ability range. CSE/CEE 'O' levels at present. An interest in out-of-school activities needed.

Saltley School, Belchers Lane B9 5RX
(Mixed school, 750 pupils, all-ability intake, large academic Sixth Form of well over 100)
Required for the Summer Term or earlier, a MATHEMATICS Teacher, Scale 2.

Swanshurst School, Brook Lane B13 0TW
Girls' comprehensive of 1,600
Easter, 1978. Vacancy for HEAD OF GIRLS' P.E., Scale 4. Department of five with additional part-time help. Playing fields on site, three gyms, plus school halls, etc. Enthusiasm and energy and also good organisational qualities are looked for.

VOLUNTARY AIDED SECONDARY SCHOOLS
SCALE 2 POSTS & ABOVE

Blessed Humphrey Middlemore R.C. School
Metchley Lane, Harborne B17 0JJ
Required Easter, 1978, or earlier if possible—HEAD OF REMEDIAL DEPARTMENT. Scale 3 post for a suitably qualified and experienced candidate.
Applications to Clerk to the Governors, c/o the school, with two referees.

COUNTY SECONDARY SCHOOLS
SCALE 1 POSTS

Unless otherwise stated, requests for application forms for Scale 1 posts should be sent direct to Head of the School as soon as possible, together with the names of two referees and a stamped addressed envelope.

Great Barr School, Aldridge Road B44 8NU
(1,900 on roll)
Required for January, 1978, Teacher of SCIENCE (Physics an advantage), with subsidiary Mathematics.

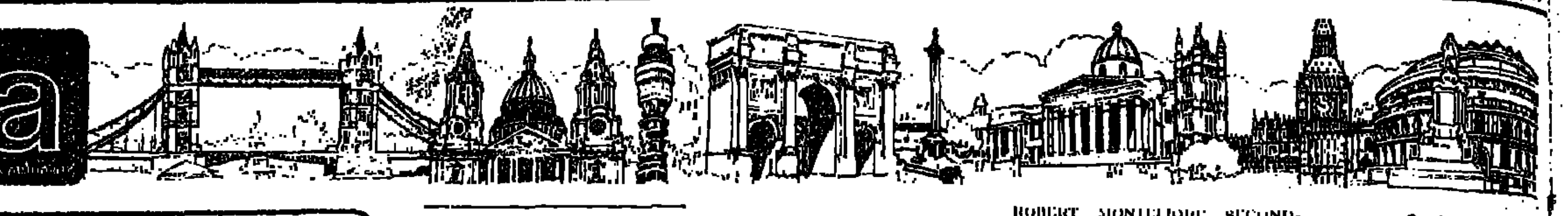
Selly Oak School, Oak Tree Lane B29 6HZ
Assistant teacher of MATHEMATICS. Opportunity to teach at 'O' level, 'A' level and C.S.E. Modes 1 and 3.

VOLUNTARY AIDED SECONDARY SCHOOLS
SCALE 1 POSTS

Archbishop Ilsley R.C. School
Victoria Road, Acocks Green B27 7XY
Required for 10 April, 1978: An assistant teacher in the REMEDIAL DEPARTMENT.
Application forms available from the Clerk to the Governors at the school.
There is a scheme for assistance with removal expenses.

BIRMINGHAM
CITY COUNCIL

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Qualified teachers are invited to apply for the following posts. Application forms and further particulars are available from the Head of the school concerned unless otherwise stated.
Inner London Area Payment (£402 per annum) in addition to the appropriate Burnham salary scale.
Household removal expenses may be paid wholly or in part to teachers accepting permanent teaching posts with the Authority when a change of residence is essential; payment covers cost of the removal of household effects, insurance in transit and fares for the teacher and family up to a normal maximum of £75, but payments in excess of this amount may be considered in exceptional circumstances. Teachers coming from service with another Authority may, in approved cases, receive assistance with the legal costs of house purchase (up to £200) and a grant towards the cost of obligatory expenditure such as change of electric or gas services, fitted carpets or curtains etc subject to purchase of the house within six months of taking up an appointment. In addition, a separation allowance may be paid if a dependent family have to be left in the previous home while new accommodation is obtained in London. This allowance may be paid for a period not exceeding six months.
The Authority's scheme of assistance with the cost of travel to school operates for appointments where the letters 'AT' are shown.
Applications for posts up to and including Scale 2 should be made as soon as possible. The closing date for applications for posts above this level will be 14 days from publication date.

SECONDARY SCHOOLS

Deputy Headships

HENRY THORNTON SCHOOL, 45, South Side, Clapham Common, SW4 9EA
Tel. 01-622 3201
Roll: 1,200 boys, 11 to 19 years; comprehensive
Headmaster
Required for Easter, 1978:
Second Deputy Head
A successful teacher of wide experience is sought with interests in all aspects of education throughout the full range of ability and age. The person appointed will be expected to work closely with the Head and fellow deputies in the development and implementation of school policy; will need to be a firm, fair-minded, a good organizer with practical and sympathetic understanding for the needs of the boys and the staff and have the ability and will to meet these needs.
Currently the Second Deputy is responsible for the pastoral system and the First Deputy for the academic organisation. However, both operate across these fields. It is hoped this practice will continue. Applicants are welcome to visit the school preferably by appointment. The vacancy is due to promotion.

THE MARY BOON SCHOOL, Earlsby Street, West Kensington, W14 8HH
Tel.: 01-603 5189
Roll: 500 girls, 11 to 18; comprehensive
Headmaster: D. L. Conway
Required for Easter, 1978:
Deputy Head (Group 8): the post is vacant at present. A person of good experience is required, skill in timetabling would be an advantage. The successful candidate will have overall responsibilities for girls' welfare and discipline and in addition will be involved in all aspects of the running of the smaller school, including curriculum planning.
Further details and application forms from the Headmaster. Previous applicants should write to the school confirming that they still wish to be considered. SPA payable

PLUMSTEAD MANOR (S.G.) SCHOOL
Old Mill Road, SE18 1QF
Tel. 01-855 6011
Roll: 1,770 girls
Headmistress
Reorganised 1967. New buildings. Providing varied courses leading to C.S.E., G.C.E. "O" and "A" level.
Required in September, 1978:
Experienced teachers with enthusiasm, initiative and drive, are invited to apply for the post of Second Deputy Head, which becomes vacant due to retirement, in July, 1978.
The post demands experience in organisation, interest in curriculum development and a willingness to participate in the educational and social work of the school.
We are a "family" school with high standards of achievement and conduct and a tradition for caring for the interests of both staff and pupils and we are looking for a teacher who will help us to continue on these lines.
Further information and application form for the post are obtainable from the Secretary. The Headmistress will be happy to arrange visits to the school for candidates who wish to make a serious application.

SENIOR TEACHERS

NORWOOD SCHOOL, Crown Dale, SE19 3NP
Telephone: 01-670 9382.
1,270 girls, 11 to 19 years. Comprehensive. Headmistress.
Head of Lower School (1st and 2nd years in a separate building). For the Summer or Autumn term.
Applications are invited from teachers with a wide experience of classroom management and pastoral work for this challenging post requiring initiative, energy, enthusiasm. The person appointed will need to participate fully in the life of the school. She/he will be given every opportunity to develop own fields of interest. The vacancy is due to promotion. Interested applicants should make an appointment to visit the school.

CROFTON SIXTH FORM CENTRE
Manwood Road, Brockley SE4 1SA
Applications are invited for the post of Coordinator of this newly built Sixth Form Centre serving the joint sixth forms of Lewisham S.G., Brockley County S.B., and Roger Manwood S.B. Schools. The students attending the Centre will remain on the roll of their parent school and use the Centre to enlarge their range of Sixth Form opportunities. Students are expected to be drawn from all ability levels. Candidates should already hold a senior position and have substantial teaching experience of this age range. He/she would be used to good staff communications and be sensitive to other colleagues' needs and their areas of responsibilities. The successful candidate will work closely with the three schools and will be expected to encourage staff and pupils working at the Centre, to organise the educational facilities, to maintain good working conditions and to maximise the potential of the building. He/she should be well informed as to the possibilities of individualised learning, assessment methods, including self assessment, and learning across the curriculum. State own teaching subject. The post is that of an unattached teacher at senior teacher scale.
Application form available from and returnable to Divisional Officer, DO7 (Main), Capital House, 47 Rushey Green, SE6 4AT.

ART

Posts of Responsibility

ENSHAM (SG)
Franciscan Road, Tooting, SW17 8HE.
Roll: 1,160, 11 to 18. Comprehensive.
Telephone: 01-672 6626.
Headmistress: Mrs H. D. Cudby.
Required after Easter:—
An experienced and well-qualified art teacher. Scale 2 in charge of craft work.
A specialist in any area would be acceptable but some knowledge of photography would be an advantage. Work will be mainly with the older girls and would include teaching to CSE and "O" level standard with some non-examination VIth form work. Prospective candidates are welcome to visit the school by appointment.

Scale 1 Posts

ABBEY WOOD SCHOOL, Eynsham Drive, SE2 9AJ
Tel.: 01-310 0175
Roll: 1,350 mixed: comprehensive
Headmaster
Required as soon as possible:
An experienced teacher (Full-time Scale 1) for printmaking and graphic design. This area of the department is equipped with facilities for the production of high quality screen printing, lithography, etching, typography and lino-printing. Prospective candidates should have proven capability to teach a number of these specialisations to the full age range through to C.S.E., "O" and "A" levels and to prepare those "A" level pupils who so wish for entry to higher education courses.
Further details of the school and facility will be sent with the application forms.

LANGDON PARK SECONDARY MIXED
Byron Street, London E.14
Tel.: 01-987 4811
Roll: 930
Headmaster: Peter Andrews
Courses to C.S.E., "O" and "A" levels. A.T. S.P. Allowance.
Wanted as soon as possible:
Full-time teacher for Art to join an expanding department. For further information and application form, please telephone the Headmaster. This is a readvertisement of the post advertised in November 1977—all applications received from the previous advertisement will stand for consideration unless withdrawn.

CLASSICS

Scale 1 Post

WALSINGHAM SCHOOL
Clapham Common
West Side, S.W.4
Six-form-entry, 11 to 19, girls. Split site but only seven minutes' walk apart.
Required immediately:
Classics-Classical Studies teacher, 3 (three mornings). Possibility of this being extended to a .5 position later. Please telephone Headmistress, Miss J. A. Leigh, B.A., Walsingham School, Main Building, Clapham Common, West Side, S.W.4 (01-223 7373) for application form.

COMMERCE

Post of Responsibility

THOMAS TALLIS (S.M.) COMPREHENSIVE SCHOOL
Kidbrooke Park Road, S.E.3 Tel.: 01-856 0115
Headmistress
Required for Summer Term, 1978: Teacher, Scale 3, to be in charge of Business Studies within the Faculty of Humanities.
The work in this school is in its early stages and provides an opportunity for an energetic and enthusiastic teacher to develop business studies within the school. Sixth form work will begin in September 1978. Application forms together with more information about the post can be obtained from the school. Applicants are welcome to visit the school by appointment.

ENGLISH

Posts of Responsibility

BARNSBURY SCHOOL (SG)
Barnsbury Park, Liverpool Road, N1 1QF.
Roll 820 11 to 18
Telephone: 01-607 8567
Required for Easter 1978.—
A Teacher Scale 2 as second in charge of the English Department. English is taught in mixed ability groups throughout the school. Facilities include a well equipped Library resource Centre with a Librarian, MRO and teacher with responsibility for Learning Resources. A candidate is sought who could share in all aspects of the department's work, but take a particular interest in the coordination of English teaching in the first and second year. The school is close to Highbury and Islington Station on the Victoria Line. Social Priority Allowance payable.
Further details and application forms available from the Headmistress at the school

NORWOOD SCHOOL, Crown Dale, SE19 3NP.
Telephone: 01-670 9382
1,270 girls, 11 to 19 years. Comprehensive. Headmistress. English 2nd in charge. Scale 3. Well qualified teacher with wide experience of examination work and some knowledge of departmental administration required for the Summer term. The school will welcome visits from interested inquirers
Apply Headmistress.

Scale 1 Posts

MALORY SCHOOL, Launcelot Road, Bromley, BR1 5EB.
Telephone: 01-698 1025.
1,600 pupils mixed, 11 to 19 years.
Required as soon as possible:—
Two part-time teachers of English, one for Mondays and Tuesdays, 10 hours (until 3.10 pm); one for Wednesdays and Thursdays, 10 hours (until 3.10 pm).
Application form and further particulars from headmaster.

NORWOOD SCHOOL, Crown Dale, SE19 3PD
Telephone: 01-670 9382
1,270 girls, 11 to 19 years, comprehensive, Headmistress, English. Well qualified teacher for one term principally for "A" level and other examination work in the senior school.
Apply Headmistress.

HISTORY

Post of Responsibility

HIGHBURY HILL HIGH SCHOOL
Highbury Hill, N5 1AR
Tel. 01-226 1525
Three-form-entry girls' secondary school
Headmistress
Required for summer term:
A Second-in-department (Scale 2) for a small friendly history department to teach history through school to "A" level. Schools Council Project History 13 to 16 has just been introduced: an interest in world history and social studies an advantage. The school has just received its second comprehensive intake; there is cooperation with local boys' school at sixth form level.

HOME ECONOMICS

Scale 1 Posts

AYLWIN (S.G.) SCHOOL
Southwark Park Road, SE16 3TZ
Roll: 1,070: comprehensive
Headmistress
Required as soon as possible:
Full-time temporary Teacher of Housecraft/Child Care. Excellent specialist accommodation.
Apply to the Headmistress at the school.

NORWOOD SCHOOL
Crown Dale, SE19 3PD
Tel. 01-670 9382
Roll: 1,270 girls, 11 to 19 years: comprehensive
Headmistress
Required as soon as possible:
Home Economics: Well qualified Teacher full-time, temporary appointment due to confinement leave.
Apply Headmistress.

MATHEMATICS

Posts of Responsibility

BROOKE HOUSE (S.B.) SCHOOL
Kenninghall Road, Clapton, London, E5 8BP
Tel. 01-985 3262
Roll: 930
Headmaster: P. J. Hobson
Required:
An experienced Teacher of Mathematics as second in charge (Scale 3 plus S.P.A.) of a highly successful Mathematics Department. A teacher capable of teaching across the age range, up to and including "A" level is required. Candidates are entered for C.S.E., C.E.E., "O" and "A" level examinations with great success. At sixth form level shared teaching is undertaken with the Skinners' Company's School for Girls.
Candidates would be welcome to visit the school and are invited to write or telephone for application form and further details.

ST. AUGUSTINE'S SCHOOL
Oxford Road, London, NW6 5SN
Tel. 01-328 3434
Roll: 680 boys and girls
This Church of England Comprehensive School opened in September, 1969.
Required Summer Term 1978:
Teacher for Computer Studies and Mathematics.
Computer Studies is taught as an examination subject in fourth and fifth years. Individualized learning schemes in Mathematics lead to C.S.E. Modes I and III and "O" and "A" level examinations.
Scale 2 allowance is available for suitably experienced teacher.
Application forms and further information may be obtained from the Headmaster.

Scale 1 Posts

BARNSBURY SCHOOL (SG)
Barnsbury Park, Liverpool Road, N1 1QF
Tel 01-607 8567
Roll 820, 11 to 18
Required as soon as possible:
A part-time (.5) teacher of Mathematics to share in the work of a well organised department. The post might be of interest to a candidate with junior school experience. The school is close to Highbury and Islington station on the Victoria Line.
Social Priority Allowance payable. Further details and an application form may be obtained from the Headmistress at the School.

FRIERN SCHOOL
Dulwich
Six form entry, girls comprehensive
Required for January, 1978.
Part time teacher of Mathematics (Monday, Tuesday and Wednesday mornings), to teach a first and third year class. A.A.P. Sessions. Friern and Honor Oak will reorganize in September, 1978, as a six form entry school, the school is now and will remain a two-sited school, with a large sixth form. Interested applicants should reply to the Head Designate at Friern School.

LANGDON PARK SECONDARY MIXED SCHOOL
Byron Street, London, E.14
Tel.: 01-987 4811
Roll: 930
Headmaster: Peter Andrews
Courses to C.S.E., "O", "A" Levels, A.T. S.P. allowance.
A teacher of Mathematics required to join an expanding Mathematics department. The "Smile" system is operated throughout the school. Class control is an essential quality for this post. Post available any time after January 1st. The Mathematics department would welcome visits from interested applicants.

MOUNT CARMEL R.C. SCHOOL FOR GIRLS
Eden Grove, Holloway, N.7.
Group 9. Situated on two sites—both buildings a few minutes walk from Tube stations. The school offers courses to C.S.E., C.E.E., "O" and "A" levels with a sixth form of 84.
Headmistress: Miss M. F. Chittick.
Required for Summer Term:
A teacher of Mathematics to join an expanding department. Courses at present lead to "O" level and C.S.E., but "A" level, C.E.E. and Mode III C.S.E. are planned for the future. The successful candidate will have the opportunity to assist in developing this work, and will be expected to teach at all levels throughout the school.
Further details and application form from the Headmistress at the school, 01-607 7065. Closing date 3rd February.

WALSINGHAM SCHOOL
Main Building, Clapham Common, West Side, SW4
Tel.: 01-223 7373.
Six form entry, 11 to 19 years, girls. Split site but only 7 minutes' walk apart.
Required in January, 1978:
A teacher of Mathematics, 1, part-time to join well established and expanding Department. S.M.P. Maths taught throughout the School. Help required with less able groups. Please telephone Headmistress, Miss J. A. Leigh, B.A., for application form.

MODERN LANGUAGES

Head of Department

NORWOOD SCHOOL, Crown Dale, SE19 3PD.
Tel.: 01-670 9382.
Roll: 1,270 girls, 11 to 19 years, Comprehensive.
Headmistress.
Required for January:
Head of Modern Languages, Scale 4. Well qualified, lively teacher, with excellent command of spoken language. Two languages essential, of which one should be French. The vacancy is due to promotion. The school will welcome visits from interested inquirers. Apply Headmistress.

Scale 1 Posts

CLAPHAM COLLEGE, R.C. (S.B.)
Malwood Road, London, S.W.12
Tel.: 673 7123
Six-form entry, comprehensive
Required for January, 1978 or as soon as possible:
Teacher of French (full-time), Scale 1, to teach all ages and all abilities up to C.S.E. and G.C.E. "O" level. Possibility of sixth-form "O" level work. Applications from newly qualified teachers would be considered. Visits to the school are welcome. Please apply to the Headmaster.

NORWOOD SCHOOL
Crown Dale, SE19 3PD
Tel., 01-670 9382
Headmistress
Roll: 1,270 girls, 11 to 19 years; comprehensive
Required for a temporary appointment in the Summer Term:
French teacher.
Apply Headmistress.

MUSIC

Posts of Responsibility

BROOKE HOUSE (S.B.) SCHOOL
Kenninghall Road
Clapton, London E5 8BP
Tel. 01-985 3262
Headmaster, P. J. Hobson
Roll: 930
This is a new post and a teacher (Scale 2 plus S.P.A.) is sought who will develop music teaching as a subject, in the first instance, with Junior School groups in half classes. A room is available for sole use as a music room but a teacher is required who will involve pupils in both classroom and practical music. There is a visiting instrumental teacher.

Scale 1 Posts

EDITH CAVELL SCHOOL
Enfield Road, N1 5BA
Tel.: 01-254 9882
Headmaster
Roll: 860 boys and girls, 11 to 18 years, comprehensive. Social Priority School; working in two buildings.
Required in January 1978:
Part-time Teacher for Music: two days-per-week. Candidates welcome to visit the school. (AT).

ROBERT MONTEFIORE SECONDARY SCHOOL
Vallance Road, London, E1 5AD
Tel: 01-247 8020/8030
Roll: 800 boys and girls
Music. A teacher for Music with enthusiasm and drive in this mixed multi-racial school is required as soon as possible. Excellent facilities are available. There are three part-time instrumentalists in the department and four specialist rooms.

ST. AUGUSTINE'S SCHOOL
Oxford Road, London, NW6 5SN
Tel: 01-328 3434
Roll: 680 boys and girls
This Church of England Comprehensive school opened in September, 1969.
Required for Summer Term, 1978:
Music teacher (pianist essential). Flourishing department, orchestra and choirs, excellent peripatetic facilities. Some teaching of Integrated Studies with a junior class will be required.
Application forms and further information may be obtained from the Headmaster.

NEEDLEWORK

Head of Department

STARCROSS SCHOOL
Hilldrop Street, London, N1 9QR
Tel: 01-837 0759
Well staffed 11 to 18 Girls' comprehensive school (1,300 pupils).
Headteacher: Miss R. E. Loveridge, B.A. (Hons.), Dip.Th.
Head of Dress and Design (Scale 3) required to lead a team of teachers involved in teaching dress and related skills. Examination courses in dress and a mode 3 "fabric and design" are followed by pupils.

PHYSICAL EDUCATION

Head of Department

HAGGERSTON (S.G.) SCHOOL
Weymouth Terrace, E 2
Tel: 01-739 7321
Roll: 900, 11 to 18 years: comprehensive
Required as soon as possible:
Head of Physical Education Department (Scale 3)
An experienced teacher is sought to take charge of a thriving department with a fine sporting record, a particular interest in netball and gymnastics an advantage: excellent onsite facilities plus use of outside facilities which include Sobell Centre. Applicants are invited to visit the school.

Scale 1 Post

MALORY SCHOOL
Launcelot Road,
Bromley, Kent, BR1 5EB.
Telephone: 01-698 1025.
1600 pupils mixed, 11 to 19 years.
Required as from Monday 27th February.
A full-time teacher in the Girls' PE dept. This is a temporary post with a strong possibility of a permanent engagement for a suitable candidate. Application form and further particulars from the headmaster.

RELIGIOUS EDUCATION

Posts of Responsibility

RELIGIOUS EDUCATION
ROBERT MONTEFIORE (Mixed) Secondary School,
Vallance Road, London, E.1.
Telephone: 01-247 8020-8030.
Roll, 800.
Religious Education. An experienced teacher is required for Religious Education in this mixed multi-racial school as soon as possible. A Scale 2 post is available. Candidates must have an interest in Social Studies.

Scale 1 Post

WANDSWORTH SCHOOL,
Sutherland Grove,
Southfields SW18 5PL.
(Boys Comprehensive)
1,770 on roll. Headmaster.
Southfields station (3 District Line only 4 minutes walk from school.
Required for Easter 1978—
A Religious Studies specialist to assist in a lively and growing department Scale 1. The successful applicant will teach first to fifth years inclusive, including some examination work. An interest in World Religions is essential.
Further details and application forms from the Headmaster.
Short-listed candidates will be invited to visit the school prior to interview.

REMEDIAL WORK

Posts of Responsibility

NORWOOD SCHOOL
Crown Dale, SE19 3PD.
Telephone: 01-670 9382.
1270 girls, 11 to 19 years. Comprehensive. Headmistress.
Opportunity Department, 2nd in charge Scale 3.
Required for responsibility with the slower learners aged 13-17 years. English, Mathematics and General Subjects will be taught.
The school will welcome visits from interested inquirers. Apply Headmistress.

ROSEMARY HOUSE PROJECT
for School Refusers, School Phobics and Chronic Non-Attenders
Frobisher Adult Ed. Inst., St. Mary's Road, Peckham, SE15.
Tel.: 01-732 1667.
11 to 16 years, boys and girls. Teacher in Charge.
Required in January Term, 1978:
Assistant Teacher to Teacher in Charge of unit. Scale 2. The unit caters for boys and girls who have missed out on education due to failure to attend or succeed with normal schooling. The applicant for this post must be able to relate as a person to children with learning difficulties and emotional problems of a withdrawn nature. As a teacher, they need to be able to teach reading and writing from scratch and to teach Maths as well. For reasons of balance, the post is most suited to a woman with experience in Primary Education and/or in Remedial Secondary Education. The post involves sympathetic social work with both families and children, who attend. Short listed applicants will be invited to visit Rosemary House prior to interview.

Scale 1 Posts

EDITH CAVELL SCHOOL
Enfield Road, N1 5BA.
Tel., 01-254 9882
Roll, 860 boys and girls, 11 to 18 years. Comprehensive. Social Priority School. Working in two buildings.
Headmaster.
Required in January, 1978:
Part-time teacher for Remedial Work in the Lower School (four days per week).
Candidates welcome to visit school. (AT).

HIGHBURY HILL HIGH SCHOOL
Highbury Hill, N5 1AR.
Tel.: 01-226 1525.
Three form entry girls' secondary school
Headmistress.
Wanted as soon as possible:
Part-time remedial teacher for one day a week (.2) able to give help with withdrawal groups in maths and science. There is a possibility that this post will expand into 2 days a week from next September.

SCIENCE

Heads of Department

BEAUFOY SCHOOL S.B.
Lollard Street, SE11 6PY.
Tel.: 01-735 5105.
Roll: 1,300 boys.
Headmaster: F. W. Moss.
Required as soon as possible:
A graduate to be Head of Science (Scale 4).
The school has ten laboratories serviced by excellent technician staff. The successful applicant should possess organizing ability and good sense of discipline. He will head a department which has established successful Nuffield Combined Science, C.S.E., "O" and "A" level Biology, Chemistry and Physics. There is scope for the development of project work.
Application forms and further details obtainable from the Headmaster. Applicants will be welcome to visit the school.

DALSTON MOUNT
Shacklewell Lane, E8
Roll: 900 girls; comprehensive
Opened in September, 1973. Attractive buildings on single, spacious site.
Required for Easter, 1978:
Head of Science Scale 4 to lead, coordinate the work of a very active department. Science subjects are taken to C.S.E., "O" and "A" level, and Nuffield Combined Science is taught in the 1st School.
An experienced teacher is required able to develop Science studies for girls within the whole framework of education.
Further information and application form from Miss M. Tilley, Head Teacher.

LONDON NAUTICAL SCHOOL
Stamford Street, London, SE1 9NA
Tel.: 01-928 6801
Required in September, 1978:
A graduate Teacher as Head of Science. The school, which exists to give a sound general education alongside pre-sea training for boys wishing to go to sea in the Royal and Merchant Navies, possesses a lively science department consisting of seven teaching staff. There are six laboratories and courses to "A" and "O" level have been firmly established over many years. The school is a centre for I.L.E.A.'s A.P.P.L.L. project at "A" level and in the junior school the 11 to 13 science project. The vacancy occurs through the promotion of the present head of science to deputy headmaster.

PRIORY PARK SCHOOL,
Priory Grove, Lansdowne Way, SW8 2PR
Roll: 700 girls: comprehensive
Headmistress
Telephone: 01-622 5814
Wanted on April 1, 1978 or as soon as possible after that date:
A Head of Science (Scale 4) preferably a Biologist, but teachers of other sciences will be considered, to teach to C.S.E. and G.C.E. "O" and "A" level and to coordinate the work of the Science Department. There is a modern laboratory. The school is on two sites with a annexe at Bedford Road housing the second and third year girls.

Posts of Responsibility

ISAAC NEWTON SCHOOL
Lower School,
Lancaster Road, W.11
Upper School, Wornington Road, W.10
Tel. 01-969 3982
Roll: 530 boys
Required
Science. A Teacher for general Science. A Scale 2 is available for suitably qualified and experienced teacher but applications from newly qualified teachers would also be welcomed. Ability to offer some Biology would be an advantage.

Scale 1 Posts

AYLWIN SCHOOL (S.G.)
Southwark Park Road, SE16 3TZ
Roll: 1,075: comprehensive
Headmistress
Required in January
Part-time teacher (Tuesday, Wednesday and Thursday mornings) to take mainly Biology, including Scale 3, with 1st/4th Years, together with some General Science for Second Year pupils. Apply to the Headmistress as soon as possible.

BISHOP THOMAS GRANT (R.C.) SECONDARY SCHOOL
Belltrees Grove, Streatham SW16 2HY
Roll: 1,400 boys and girls, 11 to 18 years
Tel.: 01-769 3294
Headmaster
Fully comprehensive: courses lead to C.S.E., "O" and "A" levels and C.E.E.
Required as soon as possible:
Qualified teacher to teach Chemistry to C.S.E. and "O" level, and General Science in the Lower School. There is a possibility of some "A" level work for a suitably experienced person.

HIGHBURY HILL HIGH SCHOOL
Highbury Hill, N5 1AR
Tel.: 01-226 1525
Headmistress
Three-form entry girls' secondary school.
Required for April, 1978:
Two part-time teachers (.5) to teach Chemistry and Physics to "O" level and Integrated Science in the Lower School.
The modern Science block contains three well-equipped laboratories, three prep rooms and an optics room. "A" level courses are well established, while Science courses for pupils of mixed ability are currently being developed.

SECONDARY continued

WEST SUSSEX
SOUTHERN AREA
DURRINGTON HIGH SCHOOL
The Boulevard, Worthing
(Roll 1,580)
Required September, 1978, TEACHER (Scale 4) to take overall responsibility for Girls in Upper School and play an important part in the Senior Management team.
Please send S.A.E. to Headmaster for details and application form, returnable to School by 20th January.

Scale 1 Posts

BRENT
(London Borough of)
NEASDEN HIGH (MIXED) SCHOOL
Quainton Street, NW10 0BG
Six-form entry Comprehensive. Opened September 1973. Roll 700; 11 to 17; growing to 1,050, 11 to 18. Stage II buildings completed last summer; excellent facilities. The school has had good traditional standards so far and hopes to maintain them as it grows to full size.
Required as soon as possible:
TEACHER for GENERAL SUBJECTS with younger pupils: English and Remedial work with R.E./History/Games. Scale 1.
London Allowance of £402 per annum is payable and there is a scheme for assistance with removal expenses including legal fees, etc., travelling and lodging allowances.
Candidates should apply by letter to the Head of the School within seven days giving age, present post, qualifications, experience and references, enclosing S.A.E. for reply.

Required as soon as possible: TEACHER for GENERAL SUBJECTS with younger pupils: English and Remedial work with Religious Education, History, Games. Scale 1.

BRENT
(London Borough of)
NEASDEN HIGH (MIXED)
Quainton Street NW10 0BG
Six form entry Comprehensive. School.

DEVON
PAIGNTON COLLEGE
Waterleat Road, Paignton
Roll 1,750 mixed 11 to 16.
The following Scale 1 posts will become available in April 1978:
(1) ENGLISH/GENERAL SUBJECTS with first and second-year in Lower School (11 to 13).
(2) GENERAL SUBJECTS with older slow-learners.
(3) MATHEMATICS / GENERAL STUDIES in Upper School (14 to 16).
(4) MATHEMATICS SCIENCE to C.S.E. and "O" level in Upper School (14 to 16).
(5) SCIENCES to C.S.E. and "O" level in Upper School.
Application forms and further details for these posts available from Headmaster (S.A.E.). Closing date: 20th January 1978.

NORTH YORKSHIRE
COUNTY COUNCIL
HARROGATE, COPPICE VALLEY COUNTY SCHOOL
Required for April, 1978 a TEACHER for Lower Juniors. Ability to take music an advantage. Scale 3 post available for suitable applicant.
Application form (S.A.E. please) obtainable from Area Education Office, 69 Grove Road, Harrogate HG1 5EH to whom completed forms should be returned within fourteen days of this advertisement.

OXFORDSHIRE
COUNTY COUNCIL
BICESTER SCHOOL
Queens Avenue, Bicester, Oxon (11 to 18 Comprehensive 1,600 on roll)
Required for April 1978, a TEACHER for INTEGRATED STUDIES DEPARTMENT. I.S. covers half the curriculum in the 1st and the 2nd years (English, Art, Science, Humanities). We should be interested to hear from Science Teachers, but subject specialism is less important than enthusiasm, dedication and a commitment to fostering learning and developing skills in this broad curriculum area. Primary or Middle School experience could be an advantage.
Apply in writing, with names of two referees, to the Headmaster by 13th January, enclosing a S.A.E.

CITY OF SALFORD
EDUCATION DEPARTMENT
CLARENDON PARK HIGH SCHOOL
Churchill Way, Salford, M6 5BU (11 to 16 Comprehensive: 1,150 boys and girls)
Temporary TEACHER of GENERAL SUBJECTS (Scale 1) required from 4th April 1978 to 27th July 1978. To teach mainly for the Lower School.
Please send S.A.E. to the Headmaster at the above address to whom completed applications should be returned as soon as possible.

ilea



SOCIAL SCIENCE

Scale 1 Post

LEWISHAM SCHOOL
Malwood Road, London SE4 1SA
Tel.: 01-690 1114
Roll: 1,161 girls, 11 to 18 years; comprehensive
Headmistress
Required for January, 1978:
Part-time teacher (.6 mornings only) to teach Social Science to C.S.E. and "O" level. Experienced teacher preferred.

TECHNICAL STUDIES

Head of Department

ACLAND BURGHLEY SCHOOL (S.M.)
Burghley Road, NW5 1UJ
Tel.: 01-485 8515
Roll: 1,150
Required as soon as possible:
An experienced Head of Design and Technology (Scale 4). The department has a suite of five workshops and two technical drawing rooms. All boys and girls are introduced to the whole range of crafts in the Lower School and there is a sound record of examination achievement at C.S.E., "O" and "A" levels. An ideal opportunity exists for an enthusiastic teacher to offer leadership in curriculum development and by cooperation with other departments to make a significant contribution to the life of the school. Experience in Metalwork and Engineering are an advantage for this post. In addition to the London Allowance (£402) a Social Priority Allowance (£201-£276) is payable.

Posts of Responsibility

ISAAC NEWTON SCHOOL
Lower School, Lancaster Road, W.11
Upper School, Wornington Road, W.10
Tel.: 01-969 3983
Roll: 830 boys
Technical Studies. Scale 2. Principally, a metalwork speciality required. Ability to offer Engineering Drawing would be an advantage.

ST. PAUL'S WAY SCHOOL,
Shelmerdine Close, Bow, E3 4AN
The Design and Technology department is accommodated in a self-contained purpose-built suite offering excellent facilities to suit both conventional and innovatory courses for both boys and girls across the full age and ability range. All pupils in the lower course work in the department, and are expected to continue with at least one craft subject to examination level in the Upper School. Public examination results at all levels including C.E.E. and "A" level have been consistently good.
Two posts are offered.
1 A well qualified and experienced teacher (Scale 3) to act in the capacity of Deputy Head of Department and be responsible for administering examinations within the department and take an active role in curriculum development, particularly design education.
2 An experienced teacher to share in all aspects of the departmental activities with particular interest in Lower School projects and graphic communication.
The Headmaster would welcome inquiries and visits to the school can easily be arranged.

WILLIAM PENN SCHOOL
Red Post Hill, SE21 9JH
Telephone: 01-737 2336
Headmaster: R. Richardson, M.A., B.Sc. (Econ.)
(1,350 boys, excellent new buildings, full range of courses to university entrance)
A qualified Teacher is required at Easter in the Design Technology Department to teach either wood-based design work throughout the school or motor engineering in the upper school and metal-based design work in the lower school. The Technology department is in a single block with the administration offices. It has 10 workshops, three drawing offices, a garage and its own lecture room/resource centre. It offers courses in Design Technology, Woodwork, Metalwork, Graphic Communications and Motor Engineering and is currently developing a Jewellery course. A candidate is required to join our team and take part in the full activities of the department. Further details of the post will be sent to all applicants and Mr. Bob Wright, Head of the Technical Faculty, will be pleased to show applicants round the department. Forms are available from the School Secretary and should be returned to the Headmaster as soon as possible.

WOOLWICH POLYTECHNIC (S.B.) SCHOOL
Bandy Hill Road, Plumstead, SE18. 7BB
Tel.: 01-854 2114.
Roll: 786 rising to 930 in 1979: Comprehensive: six-form entry.
Headmaster: W. F. Roberts, B.Sc.
An expanding school on two sites with established C.S.E. "O" and "A" level courses.
Wanted as soon as possible:
A teacher (Scale 2) to take Technical Drawing and 3 Building Crafts (Brickwork, Plumbing, Painting and Decorating, Plastering, Carpentry) are offered to "O" level and C.S.E.
Application forms and further information from the Headmaster at the school.

OTHER POSTS

Posts of Responsibility

INTERMEDIATE TREATMENT CENTRE
An experienced teacher to take part in the development of the educational content at a newly opened Intermediate Treatment Centre at 29/30 Greens End, Woolwich Street, S.E.18
Experience of teaching a fairly wide range of subjects but especially the basic skills and general remedial work with disadvantaged children would be important assets. The teacher appointed will form part of a multi-disciplinary team including social workers. He/she will be responsible to the Divisional Inspector and probably be associated with a local school for professional support. The appointment is on the basis of annual secondment either from an existing post within the I.L.E.A. service or by appointment to the Divisional Staff with immediate secondment on Scale 3 to the Centre.
Further details may be obtained from The Divisional Office, 6 Riverside House, Beresford Street, S.E.18.
Tel.: 01-855 3161

Scale 1 Post

ALWYN (S.G.) SCHOOL
Southwark Park Road, SE16 3TZ
Roll: 1,075; comprehensive
Headmistress
Required as soon as possible:
Qualified teacher for general subjects, part-time (Maximum two and a half days, to be negotiated). Apply as soon as possible to the Headmistress at the school, giving details of qualifications and any teaching experience.

PRIMARY SCHOOLS

Deputy Headships

CHRIST CHURCH C.E. (Aided) J.M.I. SCHOOL
Streatham Hill, SW2 3ET
Tel.: 01-674 4309
Required Easter or September, 1978:
Deputy Head (Group 4) in this Church of England School with firm discipline.
Further details and application form from the Headmaster, Rev. O. Whymen, L.C.P., A.L.C.M. Preliminary visits welcome.

ST. SAVIOURS C.P. (J.M & I.) SCHOOL
Herne Hill Road, SE24 0AY
Tel. 01-274 7986
Headmaster
Required for Summer term:
Deputy Headteacher (Burnham Group 5).
An interest in Infants' education and/or the teaching of music with an ability to play the piano would be advantageous to the school.
Application forms from and returnable to the Headmaster at the school.

Posts of Responsibility

DUNCOMBE J.M. SCHOOL
Sussex Way, Islington, N.19
Tel. 01-272 5620
Group 6
Headmaster
Required February, 1978:
Scale 2 post.
Suitably experienced Teacher to be responsible for the teaching of English as a second language throughout the school. Social Priority Allowance.

EGLINGTON J.M. SCHOOL
Whitworth Road, SE18 3SX
Tel. 01-854 3802
Headmistress Group 5 E.P.A.
Required as soon as possible:
An experienced Teacher with interest and ability in general games skills essential particularly able to take football with boys in league matches, also to take over the responsibility for A.V.A. throughout the school.
Preliminary visits essential. Please telephone for appointment. Scale Post Grade 2.

ELIOT BANK (J.M. & I.) SCHOOL
Thorpewood Avenue, Sydenham, SE26 4BU
Tel. 01-699 0586
Headmaster
Required as soon as possible:
Enthusiastic Teacher to take responsibility for boys' games and P.E. with opportunities to develop other interests. Scale 2 post available for suitable candidate.
Visits welcomed. This is a re-advertisement. Previous applicants are welcome to re-apply.

JOHN STAINER (J.M.) SCHOOL
Mantle Road, Brockley SE4 2DY.
Telephone: 01-639 0482.
Headmaster: C. John Vincent.
Required as soon as possible:
An experienced and enthusiastic Junior Teacher to be responsible for Games throughout the school (Scale 2 post). The responsibility will be linked with P.E. Movement and/or School journeys. Vacancy due to promotion.
Visits by interested applicants will be welcomed by the Headmaster.

ST. ANTHONY'S R.C. J.M. & I. SCHOOL
Upperton Street, Dulwich, S.E.22.
Tel.: 01-693 4823.
Required as soon as possible:
Infant teacher willing to be responsible for development of literacy throughout school. Scale 2 available for suitable candidate. Must have Catholic teacher's certificate. Visits welcome.
Applications to Headmistress.

SHACKLEWELL INFANT SCHOOL
Shacklewell Row, E.8
Tel.: 01-254 1418.
Roll: 180 plus 60 part-time Nursery.
Headmistress.
Enthusiastic and experienced teacher required as group coordinator (Scale 2) for this Group 4 school. Modern building. Opportunity to develop own interests.
Visits welcome. Vacancy due to promotion.

Scale 1 Posts

BROADWATER JUNIOR SCHOOL
Broadwater Road, Tooting, S.W.17.
Tel.: 01-672 3063.
Headmaster, D. E. Woodward.
Required as soon as possible:
A part-time teacher (0.8) for reading groups and some classwork.
Please contact the Headmaster.

JOHN STAINER (J.M.) SCHOOL
Mantle Road, Brockley SE4 2DY.
Tel.: 01-639 0482.
Headmaster: C. John Vincent.
Required as soon as possible:
An experienced part-time teacher (0.4) for Remedial Reading work with small groups of children. Preference will be given to applicant offering four mornings or four afternoons Monday to Thursday in both cases. The school is very conveniently sited on numerous bus routes and two minutes from Brockley B.R. Station.
Visits by interested applicants will be welcomed by the Headmaster.

SACRED HEART R.C. (J.G.) SCHOOL
212 Hammersmith Road, W.6
Required after Easter:
Enthusiastic class teacher (Scale 1) for middle juniors, to work in a cooperative teaching situation.
Visits welcomed. Application forms from the Headmistress.

SPORTS CENTRES

PRIEST HILL SCHOOL SPORTS CENTRE
Banstead Road, Ewell, Surrey
Applications are invited for a teacher of Physical Education (salary Scale 1 plus £150 London allowance) for assignment to the above-named School Sports Centre from 10 April, 1978. The Centre provides excellent facilities for all major outdoor games activities; qualifications in football, lawn tennis and hockey will be an advantage.
Application forms obtainable from and returnable to the Education Officer (Sec. 6), County Hall (Room 282), SE1 7PB.

WADHAM LODGE SCHOOL SPORTS CENTRE
Wadham Road, E.17
Applications are invited from experienced teachers for assignment to a post of responsibility (salary Scale 2 plus £207 London allowance) at the above Centre from the start of the 1978 Summer term. The Centre provides excellent facilities for all major outdoor games activities and the post offers an unusual opportunity for a teacher with an interest in improving general games standards in schools. An interest in rugby, soccer, cricket and tennis will be an advantage. Appointment will be to the permanent teaching service of the I.L.E.A. Duties will include coaching and general supervision of pupils attending at the Centre and some Saturday and evening work will be involved.
Application forms obtainable and returnable to the Education Officer (Sec. 6), The County Hall (Room 282), SE1 7PB.

WARREN FARM SCHOOL SPORTS CENTRE
Windmill Lane, Southall, Middlesex.
Applications are invited from qualified experienced teachers for appointment from the start of the 1978 Summer term, to the permanent service of the I.L.E.A. and assignment to the above named School Sports Centre (salary Scale 2 plus £402 London allowance). The Centre provides excellent facilities for a wide range of sports activities for schools in West London and the post gives an unusual opportunity and valuable experience for a teacher with an interest in improving games standards in schools. Duties will involve giving coaching assistance to visiting primary and secondary teachers in rugby, cricket, hockey and athletics, and some evening and Saturday morning work will be involved.
Further details could be obtained from the Educational Supervisor of the Centre (Tel. 01-574 7251). Application forms obtainable from and returnable to the Education Officer (Sec. 6), Room 282, County Hall, SE1 7PB. Closing date for receipt of applications—two weeks from the date of this issue.

Appointments in Scotland

DUMFRIES AND GALLOWAY REGIONAL COUNCIL
EDUCATION DEPARTMENT
Applications are invited from suitably qualified registered TEACHERS for the undernoted post:
PRINCIPAL TEACHER OF MATHEMATICS
LANGHOLM ACADEMY
Langholm Academy is a four-year secondary school with a roll of 300. Responsibility element of salary, £630.
Rector, A. M. Blake
School telephone No.: Langholm 418
Application forms and further information may be obtained from the undersigned to whom completed forms should be returned within 14 days of the appearance of this advertisement.
J. K. Purves, Director of Education, Education Offices, 30 Edinburgh Road, Dumfries, DG1 1JQ.

LOTHIAN REGIONAL COUNCIL
DEPARTMENT OF EDUCATION
TEACHING APPOINTMENTS
Applications are invited from registered TEACHERS for the following posts:—
EAST LOTHIAN DIVISION
PRIMARY
TEACHING POSTS
A number of vacancies exist for TEACHERS in various primary schools throughout the Division.
SECONDARY
Responsibility allowance £1,806.
ASSISTANT HEADTEACHER
PRESTON LODGE HIGH SCHOOL
CURRICULUM
EDINBURGH DIVISION
SECONDARY
ASSISTANT PRINCIPAL TEACHER
DRUMMOND HIGH SCHOOL
GUIDANCE
Responsibility allowance £633 (subject to review).
PORTOBELLO HIGH SCHOOL
GUIDANCE
Responsibility allowance £850.
PRINCIPAL TEACHER
CRAIGMOUNT HIGH SCHOOL
MATHEMATICS
Responsibility allowance £1,713 (subject to review).
TEACHING POST
BROUGHTON HIGH SCHOOL
FRENCH/GERMAN
MIDLOTHIAN DIVISION
SECONDARY
DEPUTE HEADTEACHER
GREENHALL HIGH SCHOOL
Responsibility allowance £1,854 (subject to review).
PRINCIPAL TEACHER
GREENHALL HIGH SCHOOL
GUIDANCE
Responsibility allowance £956 (subject to review).
WEST LOTHIAN DIVISION
SECONDARY
PRINCIPAL TEACHER (Re-Advertisement)
ARMADALE ACADEMY
MUSIC
Responsibility allowance £1,032.
(Housing may be available if required).
Salaries in accordance with the current Scottish Teachers Salaries Memorandum.
Candidates should specify for which post they wish to apply.
Application forms are available from the appropriate Divisional Education Officer at the following addresses:—
Mr C. T. Port, Divisional Education Officer, East Lothian Division, County Buildings, Court Street, Haddington.
Mr G. E. Ferguson, Divisional Education Officer, Edinburgh Division, 40 Torphichen Street, Edinburgh EH3 8JJ (Reference E/BT).
Mr D. S. Drolchie, Divisional Education Officer, Midlothian Division, 40 Torphichen Street, Edinburgh EH3 8JJ.
Mr A. Sinclair, Divisional Education Officer, West Lothian Division, 40 Torphichen Street, Linlithgow, West Lothian.
The closing date for applications is Friday, January 20, 1978.

County of Cleveland

SECONDARY SCHOOLS

All Secondary Schools are mixed Comprehensive Schools.

11-16 SCHOOLS

SCALE 4—HEAD OF LOWER SCHOOL
NORTON SCHOOL (Roll 984)
Berkshire Road, Stockton, Cleveland TS20 2RD
(Tel: Stockton 557361)
Required for September, 1978, a teacher to be responsible for the LOWER SCHOOL.

SCALE 4—SCIENCE
BRUNNER SCHOOL (Roll 891)
Marsh House Avenue, Billingham, Cleveland TS23 3HF
(Tel: Stockton 560947)
Required for September, 1978, or earlier if possible, a teacher to be responsible for SCIENCE. 'O' level and Mode 3 courses in Physics, Chemistry and Biology are well established and a Mode 3 course in General Science is also offered.

SCALE 2—ENGLISH
STAPYLTON SCHOOL (Roll 900)
Church Lane, Eston, Cleveland TS6 9RA
(Tel: Eston Grange 3306)
Required for Easter or September, a teacher for ENGLISH. Examination courses to 'O' level and C.S.E.

SIXTH FORM COLLEGE

SCALE 4—ENGLISH
MARTON SIXTH FORM COLLEGE (Roll 240)
Marton Road, Middlesbrough, Cleveland TS4 3RZ
(Tel: Middlesbrough 315500-1)
Required for Easter, 1978, a teacher to be responsible for the ENGLISH Department in this open-entry Sixth-Form College. There is a wide range of courses including C.E.E.
Financial assistance with household removal expenses is available in approved cases.
Further details and application forms are obtainable from the Head Teachers/Principal at the addresses shown above. Applications by letter should include detailed information regarding education, training, qualifications and experience, together with the names and addresses of three referees.
Letters of application and completed application forms should be submitted direct to the Head Teachers/Principal at the addresses shown above within 14 days of the appearance of this advertisement.

Cheshire

Application forms (send sae) unless otherwise stated, are obtainable from the Head of the School concerned, to whom they should be returned as soon as possible. Assistance with removal expenses is given in approved cases.
J. R. G. TOMLINSON, M.A. Director of Education.

HEADSHIPS
HEAD—GROUP 10
Congleton Girls' County Grammar School
For further details of this post see under Secondary Headships.

DEPUTY HEADS
DEPUTY HEADS (GROUP 10) (Two Posts)
Holmes Chapel Comprehensive School
Chester Road, Holmes Chapel
Purpose-built, 11-18, mixed comprehensive school in an attractive rural area, opening in September, 1978, with 1st-year pupils only. Required 1st September, 1978.
Application forms and full particulars, on receipt of s.a.e., from Mr. P. Knight, Headmaster, c/o District Education Office, 9 Park Street, Congleton. Closing date 20th January, 1978.

HEADS OF DEPARTMENT
HEAD OF MUSIC DEPARTMENT
Winsford, Woodford Lodge Comprehensive School, Woodford Lane West, Winsford
Mixed 11-18 comprehensive school of 1,600 pupils. The school, which opened in 1971, is purpose-built and has excellent facilities in all departments.
Required for Summer Term, 1978, Scale 2. The Music Department, which is part of the Faculty of English, has two full-time specialists and excellent teaching facilities and practice rooms. There are established courses to CSE, 'O' and 'A' level. A willingness to help with the School Band and the School Choir will be an advantage.

SCALE 2 POSTS & ABOVE
HISTORY
Macclesfield County High School for Girls
Fence Avenue, Macclesfield, SK10 1LU
(Grammar School: 1,200 girls, 250 in Sixth Form)
Required April, 1978, experienced Graduate to teach the subject throughout the school to C.S.E., 'O' and 'A' level. Closing date 20th January, 1978.

SCALE 1 POSTS
(1) BUSINESS STUDIES (2) CHEMISTRY (Temporary)
Winsford, Woodford Lodge Comprehensive School
For school details see under Heads of Department.
(1) Required for Summer Term, 1978, to teach Secretarial skills to Sixth-Form students and Typewriting and Office Practice to the Upper School.
(2) Required as soon as possible.

Sixth Form and Tertiary Colleges

Deputy Headships Senior Masters/ Mistresses

HAMPSHIRE
RICHARD TAUNTON COLLEGE
Highfield Road, Southampton
SO9 5GF
(16-19 Open Access)
Required for April or as soon as possible thereafter: DEPUTY HEAD, Group 11, with special responsibility for girls' welfare. The College will be reorganised on a co-educational basis in September, 1978.
Stamped addressed envelope to Head for further details.

Other Posts on Scale 2 and above

HAMPSHIRE
RICHARD TAUNTON COLLEGE
Highfield Road, Southampton
SO9 5GF
(16-19 Open Access)
Required for April or as soon as possible thereafter: Scale 2 or 3, COMMERCIAL SUBJECTS TEACHER to establish new department. The College will be re-organised on a co-educational basis in September, 1978.
Stamped addressed envelope to Head for further details.

RICHMOND upon Thames
(London Borough of)
LECTURER I in CONSTRUCTION—See our advertisement under "Further Education Section", Richmond upon Thames College.

Scale 1 Posts

HAMPSHIRE
RICHARD TAUNTON COLLEGE
Highfield Road, Southampton
SO9 5GF
(16-19 Open Access)
Required for April or as soon as possible thereafter: Scale 1, GIRLS' PHYSICAL EDUCATION, ability to teach Biology a recommendation. The College will be reorganised on a co-educational basis in September, 1978.
Stamped addressed envelope to Head for further details.

HARROW
EDUCATION COMMITTEE
ST. DOMINIC'S SIXTH-FORM COLLEGE
Applications are invited for departmental responsibility for two posts, HISTORY and ECONOMICS, both Scale 3. The successful candidate will also be expected to play an appropriate role in the pastoral care and counselling of students, and be prepared to adopt a positive approach to the challenge of establishing a suitable curriculum for this new college. The Governors seek to appoint teachers able to contribute to the Christian ethos. The appointment will take effect from 1st September, 1978.
Application forms from and to be returned to the Education Office, P.O. Box 22, Civic Centre, Harrow, Middlesex, by 23rd January, 1978. Please enclose a stamped addressed envelope.

The Spastics Society

Craig-y-Parc School, Pentyrch, Cardiff

Group 5 (S) Head Teacher
(£5,667-£6,279 p.a.)

Required for summer term

An experienced Teacher is required to take over responsibility for this Special School on the retirement of the present Head.

Craig-y-Parc School is a long established recognised Independent School which caters for 60 cerebrally palsied children within the average ability range who are between the ages of 5 and 16 years. The catchment area is national.

Innovating curriculum approaches will be encouraged.

The post is residential and a three bedroomed house is available on site.

Application forms and further details from: Mrs J. M. Pedler, Personnel Officer Schools and Centres, The Spastics Society, 12 Park Crescent, LONDON, W1N 4EQ. Tel: 01-636 5020.

BUCKINGHAMSHIRE
AYLESBURY VALE DIVISION
SPECIAL SCHOOL FOR MALADJUSTED PUPILS, Aylesbury

Appointment of Headteacher

Applications are invited for the Headship of this new day special school, near Winterton Drive, Aylesbury, with 50 places for boys and girls up to 16, from April, 1978. The successful applicant will need exceptional insight into the needs of emotionally disturbed children: some formal training and experience in behavioural analysis and problem-orientated treatment schedules an advantage. Close working arrangement envisaged with educational psychologists and support agencies.

Group 4(S) Headteacher salary payable.

Removal expenses up to £150 payable in approved cases: also a housing allowance for married teachers unable to find immediate accommodation.

Application form and further particulars (S.A.E.) from Divisional Education Officer, Exchange Street, Aylesbury HP20 1UH. CLOSING DATE 18 January, 1978.

EAST SUSSEX

HEADSHIP

GROUP 4 (S)

Residential School for Maladjusted Pupils

This new school, which will be situated in Seaford, is due to open in April, 1978. It will cater for about 50 maladjusted pupils aged 6-16, about 40 of whom will be residential pupils.

Application forms and further details from the Chief Education Officer, P.O. Box 4, County Hall, Lewes (self-addressed foolscap envelope, please).

Special Education

Headships

HILLINGDON
(London Borough of)
CHANTRY SCHOOL
Falling Lane, Yiewsley
West Drayton UB7 8AH
HEAD TEACHER, Group 1(S)
Applications are invited for the post of HEAD of this Group 1(S) day Maladjusted mixed secondary school, vacant following the retirement of the former Head Teacher.
This is a readvertisement—previous applicants will automatically be reconsidered.
Application forms from the Director of Education, Civic Centre, Uxbridge, Middlesex (Telephone Uxbridge 50111 Ext. 5400) to whom they should be returned as soon as possible and not later than 27 January 1978.
London Allowance Payable. 75 per cent removal expenses and some assistance with accommodation in appropriate cases.

Deputy Headships Senior Masters/ Mistresses

BROMLEY
(London Borough of)
GROVELANDS SCHOOL, E.S.N.(M)
Grovelands Road, Orpington, Kent BR5 3EG. Tel.: 01-300 7587
(Roll 110)
DEPUTY HEAD TEACHER
Group 5(S)
(Readvertisement. Previous applicants automatically considered)
A DEPUTY HEAD TEACHER is required for 1st September, 1978.
The person appointed will be required to take a class of senior pupils and to extend the present Leavers' Programme, including work experience and Link Courses. Applicants possessing the Diploma in the Education of Handicapped Children an advantage.
Removal and other expenses payable in approved cases.
Application forms obtainable from the Chief Education Officer, Sunnymead, Bromley Lane, Chislehurst, Kent BR7 6LH (S.A.E. please), to whom they should be returned by 17th January.

BUCKINGHAMSHIRE
MILTON KEYNES DIVISION
THE WALNUTS SCHOOL
Simpson
DEPUTY HEAD (Group 5(S))
The Deputy Headship of this small day/weekly boarding school for non-communicating children will be available from April, 1978. The school is situated in the designated area of the new city of Milton Keynes and the Development Corporation is making a number of houses for rent available to teachers appointed to schools in the area.
Subject to the County Council's regulations removal expenses up to £150 and board and lodging allowances will be payable.
Application forms and further details obtainable from the Head, Miss J. Pratt, B.A., The Walnuts School, Simpson, Milton Keynes MK6 3AF (Tel.: Milton Keynes 670032), on receipt of a stamped addressed foolscap envelope.

NORFOLK
COUNTY COUNCIL
EDUCATION DEPARTMENT
EATON HALL SCHOOL
Pettus Road, Norwich
Headmaster: Mr. G. Dann
Applications from well qualified and experienced TEACHERS are invited for the post of RESIDENT DEPUTY HEAD from the beginning of the Summer Term 1978. This is a part day/part residential school opened in 1973 for children with emotional and behavioural problems in the age range six to 16 years. Salary in accordance with the Burnham Scale for Deputy Heads Group 8(S).
Application forms and further particulars obtainable from the County Education Officer, County Hall, Martineau Lane, Norwich NR1 2DL, to whom completed forms should be returned not later than 24th January, 1978, will only be sent on receipt of a S.A.E.

OLDHAM
(Metropolitan Borough of)
EDUCATION COMMITTEE
PARK DEAN SCHOOL
St Martin's Road, Oldham
Required for April, 1978:—
DEPUTY HEAD of this Group 8(S) Day Special School for Multiple-Handicapped Pupils with departments for the delicate, partially-sighted, partially-hearing, and physically handicapped, 190 pupils on roll mainly of secondary age-range. The vacancy occurs on the promotion of the present holder.
A recognized qualification in the teaching of handicapped pupils is desirable. The successful candidate will be expected to contribute to the development of CSE and Sixth-Form courses and to the day-to-day administration and organization of the school and should be interested in the results of research into the education of handicapped children. Previous applications remain under consideration.
The Head of the School is Mr R. N. Dennis, and the school telephone number is 061-633 1409.
Send S.A.E. for application form to Director of Education, Education Offices, Old Town Hall, Middleton Road, Chadderton, Oldham OL9 6PP, returnable to him by January 20, 1978.

Heads of Department

EALING
(London Borough)
EDUCATION SERVICE
JOHN CHILTON SCHOOL
Compton Crescent, Northolt
Middlesex
Required from April 1978:
Applications are invited for the post of HEAD of Lower School, with eventual responsibility for 30 physically handicapped children between the age range 3-8 years.
For this post a well qualified and suitably experienced candidate, with an interest in the integration of physically handicapped pupils in ordinary schools is required. The successful candidate will be expected to teach a small class group of 6-8 year olds, of varying abilities and to be responsible for general organisation and curriculum in the Lower School.
In appropriate cases, subject to conditions, assistance may be granted for legal fees for house purchase, removal expenses, lodging, subsistence and travel expenses whilst looking for accommodation.
Application forms (S.A.E.) and further details are obtainable from the Headmistress at the School, to whom completed applications should be returned as soon as possible.
Candidates are welcome to visit the School by appointment—telephone 01-841 4831 ext. 601.

Other Posts on Scale 2 and above

BRENT
(London Borough of)
BARRETTS GREEN SECONDARY SCHOOL
Barretts Green Road, NW10
(Day Special School for maladjusted pupils)
(Roll 46)
Required as soon as possible — TEACHER for WOODWORK, Scale 2(S) available for suitably qualified and experienced candidate.
London allowance of £402 per annum is payable and there is a scheme for assistance with removal expenses including legal fees, etc., travelling and lodging allowances. Candidates should apply by letter to the Head of the School within seven days giving age, present post, qualifications, experience and references, enclosing S.A.E. for reply.

CUMBRIA
EDEN GROVE SCHOOL
Residential E.S.N.(M)
Bolton, Appleby, Cumbria
GENERAL TEACHER required for 1st April, 1978. Scale 2(S) will be offered to an experienced teacher, who will be responsible for a group of 10 slow-learning boys aged nine to 12. Accommodation and free board or a financial allowance will be offered in exchange for approximately 15 hours extraneous duties a week. We would like applicants to have experience of teaching basic subjects to the less able child.
Eden Grove is a small, family-run independent school set in delightful countryside on the fringe of the Lake District.
Applications to R. E. Cole, M.A., Principal, enclosing recent testimonials and names of two referees. For further details please phone the school at Kirkby Thore 316 or L. C. Barham, Head Teacher, at Shap 340.

DERBYSHIRE
EDUCATION COMMITTEE
BRACKENSDALE DIAGNOSTIC AND ASSESSMENT UNIT
Derby
Applications are invited from suitably qualified and experienced TEACHERS for appointment from the beginning of the Summer Term 1978, or as soon as possible afterwards, as TEACHER-IN-CHARGE of this special purpose built unit catering for some 20 children aged 2 to 5 years who have a variety of problems and disabilities. The Unit is attached to Brackensdale Infant School, where there is already a Nursery Unit, and the Teacher-in-Charge will be directly responsible to the Headmistress. This vacancy follows the promotion of the present holder of the post to the Headship of a new E.S.N. school in Derby.
Salary—Scale 2 plus Special School Allowance.
Forms of application and further details may be obtained from the Area Education Office, 16 St. Mary's Gate, Derby (S.A.E. please) and should be returned without delay to the Headteacher, Brackensdale Infant School, Wallemslow Drive, Derby.

GATESHEAD
METROPOLITAN BOROUGH COUNCIL
HEWBURN DAY E.S.N. (M) SCHOOL
Felling
Applications are invited from suitably qualified and/or experienced TEACHERS for a Scale 2(S) post at the above school.
The successful applicant will take charge of a leaving group of boys; an ability to teach Craft and advise on Careers is essential.
Application forms and further particulars are available from the undersigned, and should be returned to this office no later than Friday, 20th January, 1978.
M. A. Sproat, Director of Education.

HERTFORDSHIRE
GARSTON MANOR E.S.N.(M.)
SCHOOL
Horseshoe Lane, Garston
Required April: a suitably qualified and experienced TEACHER who is able to make a significant contribution to the development of the school.
The salary will be Scale 2(S) plus London Fringe allowance.
Further details and application forms from the Headmaster.

HERTFORDSHIRE
SHERWOODS ADOLESCENT UNIT
Croxley Green
TEACHER (one or two) required for small newly opened unit for about 10 secondary school pupils requiring individual attention and skilled teaching in basic subjects.
Scale 2 plus £351 special allowance.
Application forms and further details from Divisional Education Officer, Little Cassiobury, Hempstead Road, Watford, WD1 3EY.

NORFOLK
COUNTY COUNCIL
EDUCATION DEPARTMENT
AREA SPECIAL UNIT FOR CHILDREN WITH SIGNIFICANT LEARNING DIFFICULTIES
ABBEY FARM COUNTY PRIMARY FIRST AND MIDDLE SCHOOL
Thetford
Required from the beginning of the summer, an ASSISTANT TEACHER with relevant experience and training for this purpose-built Special Unit, which will eventually cater for up to 40 children of Primary School age from Primary Schools in the Thetford area.
Salary: Scale 2. Removal expenses paid in accordance with the Authority's scheme.
Application forms and further particulars obtainable from the County Education Officer, County Hall, Martineau Lane, Norwich NR1 2DL, to whom completed forms should be returned as soon as possible, will only be sent on receipt of a S.A.E.

OXFORDSHIRE
COUNTY COUNCIL
CARTERTON SCHOOL
Upavon Way, Carterton, Oxon
Applications are invited from suitably qualified and experienced TEACHERS for the post of COORDINATOR of the Special Resources Department, Scale 3 plus S.S.A., to be housed in purpose-built accommodation now being constructed as an integral part of the extension of this Comprehensive School. The Special Resources Department will act as a resource base for children with a physical disability, partial hearing, visual handicap as well as pupils with severe learning problems (E.S.N. (M)).
Applicants should have sound teaching experience with secondary age pupils and a Diploma in Special Education will be an added advantage.
Application forms and particulars from Chief Education Officer (Special Services Department), Macclesfield House, New Road, Oxford, on receipt of a S.A.E.

SUNDERLAND
(Borough of)
EDUCATION DEPARTMENT
(1) Required for the beginning of the summer term:
PERIPATETIC TEACHER for partially sighted children. Scale 2(S) salary, plus special schools allowance. The appointee will be attached to the Barbara Priestman School for Physically Handicapped and Partially sighted children and will spend approximately five sessions as a member of staff of that school and the remaining five sessions doing peripatetic work. A casual car user's allowance is payable.
(2) Required for September, 1978:
Suitably qualified TEACHER of the DEAF for Usworth Colliery Infant School P.H.U. Scale 2 salary plus special schools' allowance.
Removal expenses and temporary lodging allowance may be granted in appropriate circumstances.
Application forms obtainable from the Director of Education at the address shown below on receipt of a stamped addressed foolscap envelope should be returned to him by 27th January, 1978.
L. A. Bloom, Chief Executive, Town Hall and Civic Centre, Sunderland SR2 7DN

WALTHAM FOREST
(London Borough of)
EDUCATION COMMITTEE
TUTORIAL REMEDIAL UNIT
ROCKHOLT MANOR HIGH SCHOOL
TEACHER COUNSELLOR—Scale 3.
See under SECONDARY PASTORAL, Scale 2 and above

WEST SUSSEX
SOUTHERN AREA
THE ANGMERING SCHOOL
Station Road, Angmering
(Comprehensive 11 to 18 years)
Required April, qualified experienced TEACHER of DEAF (Scale 2 plus Special Class Allowance) to work with a small group of hearing impaired children on integration basis.
Details and form from Headmaster on receipt of S.A.E. returnable as soon as possible.

Scale 1 Posts

BRADFORD (City of)
METROPOLITAN COUNCIL
WESTWOOD HOSPITAL SCHOOL
(Re-advertisement)
Required for April, 1978, or earlier if available, suitably qualified and experienced TEACHER in the Primary Section (age five to 11 years) of this school for mentally handicapped children who are patients in the hospital.
Scale 2(S) post available for suitable applicant, able to take responsibility in this part of the school.
Further information available from the Head Teacher, Miss H. Ward (Tel. Bradford 882480). Previous candidates will be considered and need not reapply.
Application forms may be obtained from the Staffing and Training Unit, Directory of Educational Services, 4th Floor, Provincial House, Tyrrel Street, Bradford BD1 1NP, and should be returned to the Head Teacher, Westwood Hospital School, Cooper Lane, Bradford BD6 3NL, by 23rd January, 1978.
Ref.: E18217/TES.

BRENT
(London Borough of)
BARRETTS GREEN SECONDARY SCHOOL
Barretts Green Road, N W 10
(Day Special School for maladjusted pupils, roll 46)
Required as soon as possible:
TEACHER, Scale 1, plus Special Schools Allowance. General subjects are taught by all staff. Practical subjects are essential, and ability to teach Art/Pottery or allied subjects would be particularly useful. This is a challenging post dealing with urban children, the majority from deprived social and domestic environments. It calls for an imaginative and flexible approach.
London Allowance of £402 per annum is payable and there is a scheme for assistance with removal expenses including legal fees, etc., travelling and lodging allowances. Candidates should apply by letter to the Head of the School within seven days giving age, present post, qualifications, experience and references, enclosing S.A.E. for reply.

DORSET
LONGSPEE DAY SPECIAL SCHOOL
Learoyd Road, Canford Heath
Poole
(50 maladjusted children aged three to 11)
Required April 1978: TEACHER for this recently opened school. First School experience essential as the post at this stage in the development of the school is for the six to eight age group. Possibility of Scale 2 to candidate with special education qualifications.
Assistance with removal and legal expenses.
Application forms and further details from the Headmaster on receipt of S.A.E.

DORSET
SERVICE FOR HEARING-IMPAIRED CHILDREN
Appointment of qualified TEACHER of the DEAF for diagnostic unit.
A qualified and experienced TEACHER of the DEAF is required as soon as possible for a diagnostic nursery unit which is to be attached to St. Mary's School [illegible] Poole. It is one of two units, the second being for profoundly deaf infant/junior aged children at St. Osmund's School, Dorchester, in April, 1978.
The units serve preschool children and maximum parental involvement is encouraged.
A Scale 2 post is available to a suitably qualified and experienced teacher.
Assistance with removal and legal expenses.
Application form obtainable from the Education Staffing Officer, County Hall, Dorchester DT1 1XJ, to be returned to the Head of Service for Hearing Impaired Children, County Hall, Dorchester DT1 1XJ, as soon as possible.

DORSET
WINCHELSEA SCHOOL
Guernsey Road, Parkstone, Poole, Dorset, BH12 4LL
Required Easter 1978: TEACHER for younger children at this mixed Day E.S.N. (M.) School. Experience in the teaching of slow learning children preferred. Must be able to teach the basic subjects according to individual needs. Scale 1 plus S.S.A.
Assistance with removal and legal expenses.
Application forms and further details from the Headmaster on receipt of S.A.E.
Closing date: 30th January

EALING
(London Borough)
EDUCATION SERVICE
ORCHARD THERAPEUTIC UNIT
Cromwell Road, Teddington, Middlesex
Required as soon as possible: qualified and experienced TEACHER for this 14-place boys' unit. Duties include 15 hours' teaching and 25 hours as a residential Social Worker per week.
Further details and application forms (S.A.E.) obtainable from Chief Education Officer to be returned as soon as possible.

HAMPSHIRE
OAKMORE SCHOOL
Near Southampton
(Private residential school catering for 55 maladjusted boys aged between seven and 18 years)
A vacancy exists for an experienced TEACHER to take complete charge of the school unit and the [illegible] offers admirable scope for a suitably qualified teacher with initiative and energy.
Written applications giving date of age, marital status etc., together with qualifications and experience should be sent to the Principal, Oakmore School, Durley Brook Road, Southampton, to arrive not later than Saturday, 14th January 1978.

HERTFORDSHIRE
FALCONER SCHOOL
Falconer Road, Bushey
Secondary Maladjusted Boys
Required April for one term in the first instance with a possibility of permanency from September, a Secondary or Junior trained TEACHER with remedial reading skills. Scale 1 plus Special Schools Allowance plus London fringe allowance. Please state other interests.
Applications direct to the Headmaster (01-950 2965) with names and addresses of two referees.

KENT
THE ROYAL LONDON SOCIETY FOR THE BLIND
Qualified TEACHER required at this all-age boarding school for blind children for general class teaching in the Middle school, and/or teaching Mathematics or Craft in Middle and Secondary Departments.
If the appointed teacher does not already hold a recognized qualification to teach blind children he/she will be required to take the College of Teachers of the Blind Diploma examination within three years of the appointment. All teachers are required to help with extraneous duties, but single accommodation only available.
Applications to the Headmaster, Dorton House, Seal, Sevenoaks, Kent.

Lancashire County Council

Closing date 16th January, 1978

Primary and Special Schools
For application form send stamped addressed foolscap envelope to Chief Education Officer, P.O. Box 61, County Hall, Preston PR1 8RJ, unless otherwise stated.

Secondary Schools
Forms/further details from and returnable to the Headteacher at the School. S.A.E., please.

SPECIAL EDUCATION

ELMS SPECIAL SCHOOL (E.S.N.(S)) (Roll 71)
(New Site) Blackpool Road, Moor Park, Preston
1st May, 1978.
Three teachers required with experience of mentally handicapped children.
Scale 1 + S.S.A. (possibility of a Scale 2(S) post for a suitable candidate).

HOLME SLACK COUNTY PRIMARY SCHOOL (School Roll 259).
Manor House Lane, Preston
1st May, or 1st September, 1978.
Fully qualified teacher of Hearing-Impaired Children.
Scale 2 + S.S.A.

SHERBURN SPECIAL SCHOOL (Roll 128)
Moor Park, Preston
1st May, 1978.
Juniors (10-12 years): ability to offer Music, Art or P.E. an advantage.
Scale 1 + S.S.A.

SKELMERSDALE BEACON SPECIAL (Malad.) (30 on roll)
As soon as possible.
Able to teach Mathematics.
Scale 1 plus Special Schools Allowance.
Middle School (9-13 years).

BROUGHTON TOWER RESIDENTIAL SPECIAL SCHOOL
1st May, 1978.
Juniors.
Scale 1 and Special Schools' Allowance.
Resident/non-resident. Extraneous and sleeping-in duties essential.

SECONDARY SCHOOLS

SCALE 1 POST

ORMSKIRK CROSS HALL HIGH SCHOOL (1,400 mixed)
Wigan Road, Ormskirk
21st January, 1978.
French.

Bournville College of Further Education
Bristol Road South
Birmingham B31 2AJ
Tel: (021) 476 8211

Head of Department

required for Social, Health and Home Sciences (Grade 4).

Salary: £7,248-£8,124 (inclusive of current pay supplements). Details and application forms obtainable from the Principal. There is a scheme for assistance with removal expenses.

BIRMINGHAM CITY COUNCIL

GRAMPIAN REGIONAL COUNCIL

EDUCATION DEPARTMENT

ABERDEEN TECHNICAL COLLEGE

Applications are invited from suitably qualified and experienced persons for the newly established post of

HEAD OF DEPARTMENT OF MARITIME STUDIES

The work of this department will be concerned with the provision of courses for dock and engineering personnel preparing for the range of qualifications connected with Foreign-going, Home Trade and Fishing Vessels.

Applicants should have appropriate qualifications, sea-going experience as a Deck Officer or as an Engineering Officer, and have considerable teaching experience.

The department will be classified as Grade 10 in terms of the Scottish Teachers' Salaries Memorandum and the appropriate salary will be £8,142 per annum, plus Phase II Supplement.

Further information and application forms may be obtained from the Director of Education, Woodhill House, Ashgrove Road West, Aberdeen, to whom application forms (two copies) should be returned by Tuesday, 31st January, 1978.

Liverpool Education Committee

PRINCIPAL

GROUP III

(£8,383+£117+£180)

OLD SWAN TECHNICAL COLLEGE

Broad Green Road, Liverpool L13 5SQ

Applications are invited for the above post required as soon as possible. Application forms and further particulars obtainable from and returnable to the Director of Education, Further Education Section, 14 Sir Thomas Street, Liverpool L1 6BJ. Closing date for receipt of completed application forms: 17th January.

TRURO HIGH SCHOOL
(A Church of England Foundation)

CORNWALL

HEAD

required for September 1, 1978. Independent (former Direct Grant) Girls' School (Group 8). Member of GBGSA. 500 pupils aged 7 to 18, including 100 boarders. Applications invited from Communicant members of the Church of England with good honours degrees.

For further details apply by January 20, 1978, including foolscap stamped addressed envelope, to Clerk to the Governors, Truro High School, Falmouth Road, Truro, Cornwall.

SPECIAL EDUCATION
Scale 1 Posts
continued

KINGSTON AND RICHMOND AREA HEALTH AUTHORITY
STELLA BRAIN SCHOOL
Normansfield Hospital
SUPERVISOR OF TRAINING
Required to take charge of Hospital School for teaching and training approximately 50 mentally and normal patients assisted by the staff.
Applicants should hold the Diploma of the National Association for Mental Health, or the Diploma of the Training Council for Teachers of the Mentally Handicapped or an alternative teaching qualification and have had experience of working with mentally abnormal patients.
Previous managerial or supervisory experience would be an advantage. 6 day week.
Salary scale £2,187-£2,919 (stated for officers who do not hold one of the qualifications specified) plus £351 London Weighting plus Earnings Supplement between £412 and £520 per annum.
Application form and job description from Area Personnel Officer, 106-113 London Road, Kingston upon Thames, Surrey. Tel. 01-546 2161, ext. 279.
Closing date, 27th January, 1978.

KIRKLEES
METROPOLITAN COUNCIL
DIRECTORATE OF EDUCATIONAL SERVICES
NEWSOME SECONDARY SCHOOL
Castle Avenue, Newsome, Huddersfield, HD4 6JN
Required as soon as possible, TEACHER, Scale 1, for BIOLOGY to "O" level and C.S.E. who would also be able to develop a newly formed Rural Studies Department.
Application forms and further particulars (S.A.E. please) from the Head Teacher at the school.
MOOR END SECONDARY SCHOOL
Dryclough Road, Crosland Moor, Huddersfield, HD4 5JA
Required for Easter, 1978, TEACHER of HOME ECONOMICS, Scale 1, in this recently completed comprehensive school (Roll 1,200). Ability to teach Needlework is essential.
The school has established C.S.E. courses and there is opportunity for the successful candidate to teach up to G.C.E. "O" level standard.
COMBS HILL SPECIAL SCHOOL
(Residential—Maladjusted Girls)
Hall Lane, Thornhill, Dewsbury, WF12 0QL
Required for Spring Term, 1978, a temporary resident or non-resident TEACHER, Scale 1 plus Special Schools Allowance, to teach GENERAL SUBJECTS to a small class of maladjusted girls and to contribute specialist curricular interests throughout the school, e.g. Dance, Drama, Needlework, Domestic Science, Art or Pottery.
Application forms (S.A.E. please) from the Director of Educational Services, Oldgate House, 2 Oldgate, Huddersfield, HD1 6QW

NEWHAM
(London Borough of)
LANSBURY SCHOOL
Park Avenue, London E6 2PN
(Roll 100)
Headteacher, Mr. C. L. North
Required for April 1978, or earlier if possible:
TEACHER of GENERAL SUBJECTS.
Scale 1S.
Burnham Scales, plus London Allowance £402.
Further details and application forms may be obtained from the Headteacher (Tel. 01-472 3894) and should be returned to the undersigned by 27th January 1978.
J. S. Wilkie, M.A., Ph.D., Director of Education, Education Offices, Broadway, Stratford, London E15 4BH.

NORTHUMBERLAND
COUNTY COUNCIL
BARNDALE HOUSE E.S.N.(S) SCHOOL
Alnwick
ASSISTANT TEACHER
(Scale 1)
Required for March, 1978.
Scale 1 plus Special Schools allowance.
Special schools experience an advantage, but not essential.
Application forms, returnable by 20th January, obtainable by sending a foolscap S.A.E. to the Director of Education, Eldon House, Regent Centre, Gosforth, Newcastle upon Tyne NE3 3HZ.

OLDHAM
(Metropolitan Borough of)
EDUCATION COMMITTEE
PARK DEAN SCHOOL
St. Martin's Road, Oldham
Required immediately, Scale 1 TEACHER for temporary post until Easter 1978 in first instance with interest in teaching physically handicapped children at this purpose built school for multiple handicapped children. Ability to teach mathematics, geography or English at secondary level an advantage. Special School Allowance payable.
Send S.A.E. for application form to Director of Education, Education Offices, Old Town Hall, Middleton Road, Chadderton, Oldham OL9 6PP, returnable to him immediately.

SOLIHULL
EDUCATION COMMITTEE
FOREST OAK SPECIAL E.S.N.(M) SCHOOL
Castle Bromwich
TEACHER required for Easter at this new purpose-built school. Experience and qualifications in the work desirable, but not essential. Music for the whole school and general teaching in the junior department. Scale 2S post available for suitable applicant.
Application forms can be obtained from the Director of Education, P.O. Box 20, Council House, Solihull, West Midlands, B91 3QU, and should be returned within 14 days of the appearance of this advertisement.

SUFFOLK
COUNTY COUNCIL
OLD WARREN HOUSE
Lowestoft
Teacher-in-Charge: Mr. J. Page
Required from April: Qualified and experienced TEACHER (Scale 1) of GENERAL SUBJECTS to assist the Teacher-in-Charge in the above unit which caters for boys and girls with emotional and learning problems.
Challenging opportunity for teacher wishing to extend experience. A sensitive, versatile person with broad interests is sought. Experience in remedial work an advantage. Two staff (ratio normally about 1:7).
Application forms and further details (stamped addressed envelope) from the Area Education Officer, Education Office, Suffolk House, London Road North, Lowestoft.

TAMESIDE
(Metropolitan Borough)
HOPSWELL [illegible] SENIOR [illegible]
Denton
ASSISTANT TEACHER
Scale 1(S) at this Grade [illegible] School from May 1978.
Applicants must have completed their probationary teaching year unless qualified to teach E.S.N.(S) children.
Application forms and further details from Assistant Director of Education (Special and Personal Services), Tameside Education Department, Education Offices, Town Hall, Dukinfield, Cheshire SK16 4LA, to whom completed forms should be returned by 23rd January, 1978. Ref. 103937 TES

WALTHAM FOREST
(London Borough of)
EDUCATION COMMITTEE
The Borough is within easy access of Central London and bordered by Epping Forest. £267 London addition to salary payable.
Required for January, 1978, or as soon as possible:
HAWKSWOOD PRIMARY SCHOOL FOR DEAF AND PARTIALLY HEARING CHILDREN
Antlers Hill, London E4 6RT
Head Teacher, Mr. L. G. Batchelor
NURSERY/INFANT TEACHER, Scale 1, plus special schools allowance.
Applicants should hold one of the Diplomas in Deaf Education or be prepared to obtain one. This is a purpose-built school for deaf and partially hearing children of Nursery and Primary age. A progressive and committed attitude towards deaf education is essential.
Closing date 14 days after appearance of advertisement.
Application forms and further details obtainable from the Head Teacher on receipt of stamped addressed envelope.

YORKSHIRE
THE SPASTICS SOCIETY
HAWKSWORTH HALL SCHOOL
Guiseley, Yorks.
Required as soon as possible, a non-resident TEACHER at this school, which is concerned with the assessment and education of severely handicapped children. Ability to offer music and/or practical interest of simple technical equipment would be an advantage. Maximum of 6 hours extraneous duty.
Possibility of Scale 2 post for experienced candidate.
Normal superannuation and Burnham scale apply.
Inquiries to the Headmaster for further details and application form.

Independent Schools

Headships

NORTH YORKSHIRE
GIGGLESWICK SCHOOL
Settle
Applications are invited for the post of HEAD of Giggleswick School from September, 1978, when the present Headmaster becomes Headmaster of Monkton Combe School.
Details of the post and of the school may be obtained from the Clerk to the Governors, Giggleswick School, Settle, North Yorkshire, BD24 0DE, to whom applications should be sent by January 30th, 1978.

Deputy Headships Senior Masters/ Mistresses

GWENT
ROUGEMONT SCHOOL
Newport
The mixed day Preparatory School is extending its courses to include "O" levels, the first pupils sitting in November, 1980. There are 250 pupils in the Lower School (4-8 years) and 170 at present in the Upper School, none older than thirteen.
A DEPUTY HEAD is required for September, 1978, to be specifically responsible, in addition to normal deputy duties and some teaching, for course design, curriculum development and careers guidance.
Interested persons are invited to write, including an outline c.v. and main teaching subject, for further details to: The Headmaster, Rougemont School, 83 Stow Hill, Newport, Gwent NPT 4EA.

By Subject Classification

Classics

BERKSHIRE
WELLINGTON COLLEGE
Required September 1978, well-qualified GRADUATE to teach CLASSICS. Predominantly Middle and Lower School LATIN. Accommodation provided.
Further details from The Master, Wellington College, Crowthorne, Berkshire, to whom applications together with curriculum vitae and names of two referees should be sent by 21st January, 1978.

WORCESTER
ST. MARY'S CONVENT SCHOOL
(Recognised Independent Grammar School)
Required for Summer Term 1978 (April 10th) a Full-time (or Part-time) GRADUATE CLASSICS TEACHER "A" and "O" level LATIN with some "O" HISTORY. If mutually satisfied, could be permanent post September, 1978.
Available for interview, apply Headmistress.

Commercial Subjects

LONDON, W.1
TYPEWRITING INSTRUCTOR required by the Royal National Institute for the Blind at its Commercial Training College in Bayswater. Teaching to R.S.A. Stage III. R.S.A. teaching experience desirable.
Salary based on N.J.C. Scale £2,193 to £3,009 per annum, according to qualifications and experience, plus London Weighting salary supplement £312 per annum and 5 per cent earnings supplement.
Application form from Mr. G. T. Willson, Rehabilitation and Training Department, R.N.I.B., 224 Great Portland Street, London W1N 6AA.

Cyngor Sir DYFED County Council EDUCATION COMMITTEE

PEMBROKESHIRE TECHNICAL COLLEGE at HAVERFORDWEST and NEYLAND

Principal: A H Williams, MA(Manpower) BA(Econ), DAS(Public Admin), ACIS

DEPARTMENT OF HUMANITIES AND RELATED STUDIES (both centres)

LECTURER, GRADE I, for the teaching of General and Communication Studies and Social Science. Required for the Summer Term, 1978, a suitably qualified graduate to participate in the teaching of social themes to full-time students pursuing a Pre-Entry Course to Hospital Occupational Services, Community Care Course, and General and Communication Studies to students pursuing a wide range of vocational courses in the other departments of the college. A considerable involvement in the new TEC programmes would be expected.

Application forms and further particulars are obtainable from the Principal and must be returned as soon as possible to The Principal, Pembrokeshire Technical College, College Campus, off Dew Street, Haverfordwest, Dyfed SA61 1TG.

Lancashire County Council

LANCASHIRE EDUCATION COMMITTEE
FURTHER EDUCATION

Forms/further details from/returnable to the Principal at the College unless otherwise stated.

CLOSING DATE 16th JANUARY, 1978

FLEETWOOD NAUTICAL COLLEGE
Fleetwood Road, Fleetwood FY7 8JZ
March, 1978.
1. PRINCIPAL. Group 4—£9,207.
Forms/further details from/returnable to the District Education Officer, Education Offices, Lockwood Avenue, Poulton-le-Fylde FY6 7AD.
As soon as possible.
2. LECTURER I. Salary £2,013-£4,869.
Qualifications: Master's Certificate (Foreign) and/or Maritime Studies Degree or equivalent.

W. R. TUSON COLLEGE
St Vincents Road, Fulwood, Preston
May or September, 1978.
1. FACULTY OF HUMANITIES
LECTURER, Grade I, to teach Organisation and Administration in Business at B.E.C. National level.
As soon as possible.
2. FACULTY OF SCIENCE AND CREATIVE ARTS
LECTURER, Grade I, to teach Hairdressing Practical and Theory to full-time and part-time day/evening students. Applicants should possess City and Guilds Advanced Certificate in Teaching and be qualified teachers.

BLACKBURN ADULT EDUCATION SERVICE
DARWEN COLLEGE
Ashleigh Centre, Cyprus Street, Darwen
April, 1978.
LECTURER IN ENGLISH AS A SECOND LANGUAGE.
Lecturer I (£2,913 to £4,869 per annum, with supplements).

SOUTH EAST LONDON COLLEGE seltec

Department of Hotel and Catering Studies

Lecturer I in Hotel Reception

(Reference HCS 24)

to act as Course Director to students undertaking the City and Guilds 709 Hotel Reception Course and to teach specialist aspects. Purpose-built specialist rooms opened September 1977 to accommodate this course.
Relevant qualifications are essential, together with experience of work in the Front Office of an Hotel. Teaching experience in Further Education is desirable.

Department of Communication and Liberal Studies

Senior Lecturer in Communication

(Reference CLS 30)

Applications are invited from suitably trained and experienced teachers to take responsibility for the coordination and development of Communication Skills teaching on low-level non-vocational full-time courses and part-time craft courses. The person appointed will supervise five Communication Workshops, administer the City and Guilds Course in Communication Skills and be required to help the Head of Department in the administration of a section of the Department.
Salary scales in accordance with the Burnham (FE) report: Lecturer 1 on an incremental scale within the range £2,469 to £4,377, plus £402 Inner London Allowance and Supplements of between £444 and £492, starting point depending on qualifications, training and experience.
Senior Lecturer, £5,031 to £5,955, plus £402 Inner London Allowance and Supplement of £492.
Assistance may be given towards household removal expenses.

ilea

Application forms, returnable within two weeks of the date of this advertisement, and further particulars from the Senior Administrative Officer, SELTEC, Lewisham Way, London SE4 1UT. It is essential to quote the correct reference number.

INDEPENDENT continued

Economics

SOMERSET
KING'S COLLEGE
Taunton
Required for the Summer Term of 1978 — A TEACHER of ECONOMICS and POLITICAL STUDIES at "A" and "S" level. Temporary replacement for man on sabbatical leave. Burnham Scale.
Apply Headmaster.

English

BELFAST
CAMPBELL COLLEGE
Headmaster: B. W. J. G. Wilson
Boarding/Day School, 450 boys, 13-18 years
H.M.C./Direct Grant
Required for September, 1978: TWO ENGLISH TEACHERS (salary by negotiation) one with experience of drama production.
Free residence for a bachelor willing to help with boarding duties; living-out allowance for a married man.
Further details from the Headmaster's Secretary.

LONDON
PRIVATE TUTOR in ENGLISH LANGUAGE LITERATURE required 2-3 hours per week to prepare for "O" levels a 15 years old youth living in N.W.11. Hours and fee by arrangement.
Telephone Miss Smith, 581 2387.

Geography

Heads of Department

BERKSHIRE
WELLINGTON COLLEGE
HEAD of GEOGRAPHY DEPARTMENT
Required September 1978, well-qualified and experienced GRADUATE to take charge of department. Modern teaching block with Resources Centre, Video, Off-air Links, etc. Accommodation provided.
Further details from The Master, Wellington College, Crowthorne, Berkshire, to whom applications together with curriculum vitae and names of two referees should be sent by 21st January, 1978.

Other Assistants

PORTSMOUTH
PORTSMOUTH GRAMMAR SCHOOL
(H.M.C. D.G./Independent: 750 boys)
Required for September, MASTER or MISTRESS to teach GEOGRAPHY to "O", "A" and Scholarship level.
Applicant with strong interest in Geomorphology preferred. Geology to "A" level available but this is not essential. Regular field work is strongly represented in the curriculum. Burnham Scale I.
Apply with curriculum vitae and names and addresses of two referees to The Headmaster, Portsmouth Grammar School, High Street, Portsmouth, PO1 2LN.

History

Heads of Department

BERKSHIRE
BRADFIELD COLLEGE
Required for September, 1978, a GRADUATE to be Head of the HISTORY DEPARTMENT.
Accommodation is available.
Applications with curriculum vitae and the names of two referees to: The Headmaster, Bradfield College, Bradfield, Reading RG7 6AR.

NORTH YORKSHIRE
HARROGATE COLLEGE
Independent: 420 girls aged 10-18. Required for September, 1978, HEAD of HISTORY, to teach to Ordinary, Advanced and University Entrance level, and to organise the work of the subject throughout the school. An interest in general studies is also desirable. A Scale 2 or 3 responsibility allowance is available for a suitably qualified and experienced candidate. Resident or non-resident.
Further details may be obtained from the Headmistress, to whom applications with full curriculum vitae and names and addresses of two referees, should be sent as soon as possible: Harrogate College, Clarence Drive, Harrogate HG1 2QG.

Mathematics

Heads of Department

BERKSHIRE
BRADFIELD COLLEGE
On the appointment of Mr. J. V. Tyson to be Headmaster of St. Edmund's, Canterbury, the position of HEAD of the MATHEMATICS Department is vacant in September, 1978.
Applications are invited for this post.
Accommodation is available.
Applications with curriculum vitae and the names of two referees to: The Head Master, Bradfield College, Bradfield, Reading, RG7 6AR.

Other Assistants

BELFAST
CAMPBELL COLLEGE
Headmaster: B. W. J. G. Wilson
Boarding/Day School, 450 boys, 13-18 years
H.M.C./Direct Grant
Required for September, 1978:— MATHEMATICS TEACHER (salary by negotiation), well-versed in "modern" Mathematics (S.M.P. or the like), capable of teaching the subject throughout the school up to and including Scholarship level.
Free residence for a bachelor willing to help with boarding duties, living-out allowance for a married man.
Further details from the Headmaster's Secretary.

BERKSHIRE
WELLINGTON COLLEGE
Required September 1978, well qualified GRADUATE to teach MATHEMATICS at all levels up to and including SCHOLARSHIP work. Modernised department, computer.
Further details from The Master, Wellington College, Crowthorne, Berkshire, to whom applications together with curriculum vitae and names of 2 referees should be sent by January 21, 1978.

ACTON TECHNICAL COLLEGE
Lecturer I in Computing

required to assist with teaching of Programming and Data Processing. Relevant Graduate qualification and experience essential.

Write or telephone (01-993 2344) for further details and application form to:

Registrar and Clerk to the Governing Body, Acton Technical College, High Street, London W3 6RD.

SENIOR TECHNICIAN T3 ART AND DESIGN
LOUGHTON COLLEGE OF FURTHER EDUCATION

Applications are invited for the above post. The main areas of responsibility will be studio/workshop maintenance, maintenance of equipment, supervision of two other technicians, technical assistance to staff and students, ordering and issuing materials and equipment. Preference will be given to candidates with previous similar experience and an appropriate qualification.

Salary £3,414-£3,774 + Phase 2 supplement for a 36-hour week.

Closing date: 20th January, 1978.

For application form and further details apply by form obtainable from: The College Administrative Officer, Loughton College of Further Education, Borders Lane, Loughton, Essex. Tel: 01-508 6311.

Essex County Council

ESSEX
Qualified TEACHER required for April at well-established co-educational day school of 160 pupils to take MATHEMATICS to "O" level. Candidates would be required to make a positive contribution to the academic and pastoral life of the school.
Scale 1 post. Burnham salary, plus London Weighting Allowance.
Applications to Headmaster, Raphael School, 33 Junction Road, Romford, Essex.

Modern Languages

BERKSHIRE
WELLINGTON COLLEGE
Required September, 1978, well-qualified GRADUATE to teach MODERN LANGUAGES, primarily French, at all levels up to Scholarship level. Now department, four audio-activated classrooms, resources centre, video, etc. Accommodation provided.
Further details from the Master, Wellington College, Crowthorne, Berkshire, to whom applications together with curriculum vitae and names of two referees should be sent by 21st January, 1978.

ESSEX
Qualified TEACHER required April in well-established co-educational day school of 160 pupils to take FRENCH to "O" level and some Junior School English.
Candidates would be required to make a positive contribution to the academic and pastoral life of the School.
Scale 1 post. Burnham salary, plus London Weighting Allowance.
Application to Headmaster, Raphael School Trust, 33 Junction Road, Romford, Essex RM1 3QS.

GLOUCESTERSHIRE
BREDON SCHOOL
Pull Court, Bushley, Tewkesbury, Gloucestershire GL20 6AH
(Recognised Independent Boys': 11 to 18)
GRADUATE required for a temporary post (13th February to 31st August 1978) to teach FRENCH, GERMAN and some ENGLISH to C.S.E. Those prepared to assist with sport particularly welcome.
Burnham Scale 1. 13th February to 23rd March (daily rate), 24th April to 31st August (full-time rate).
Free single accommodation with full board (available during term time) in return for boarding duties.
Apply in writing with full curriculum vitae and the names of two referees to the Headmaster as soon as possible.

HERTFORDSHIRE
THE NEW SCHOOL
King's Langley
Required as soon as possible, TWO experienced TEACHERS, one for FRENCH and one for GERMAN, in the Lower School within the age ranges eight to 13. Experience is desirable though not essential. Accommodation available. Applicants who are keen to become involved in the life of the school are particularly welcome.
Write, giving the names of two referees and enclosing Curriculum Vitae, to the Chairman of the College of Teachers, The New School, King's Langley, Hertfordshire. (The New School is a member of the Rudolph Steiner Fellowship.)

NORTH DEVON
EDGEHILL COLLEGE
Bideford
(Independent Day and Boarding School for 500 Girls, aged 11 to 18, with a strong Sixth Form. For details see Girls' Schools Year Book).
Honours GRADUATE in FRENCH, preferably with subsidiary Spanish, required in April, 1978, to assist at all levels up to Oxbridge entrance. Audio-visual approach with language laboratory. Willingness to help with Careers an advantage. Burnham Scale and Government Superannuation. Applications for September will be considered.
Apply by letter, enclosing full curriculum vitae and names of two referees, to the Headmaster.

WORCESTER
ST. MARY'S CONVENT SCHOOL
(Recognised Independent Grammar School)
Required for January, 1978, a FRENCH TEACHER (some History and/or Religious Studies). Temporary post, could become permanent.
Apply Headmistress.

Pastoral

NORTH YORKSHIRE
HARROGATE COLLEGE
Independent: 420 girls aged 10-18
Required for April or September, 1978, HOUSEMISTRESS to take charge of the Upper Sixth House of about 30 girls aged 17 to 18. Non-teaching preferred. Duties entirely pastoral. Experience desired but not essential. Accommodation could be made available for a married couple.
For further information write or telephone: The Headmistress, Harrogate College, Clarence Drive, Harrogate, HG1 2QG. 0423 504543.

Physical Education

BRADFORD
WOODHOUSE GROVE SCHOOL
Apperley Bridge, Bradford BD10 0NR
(HMC ex-Direct Grant: 230 boarders, 240 day boys)
Required for April 1978, a TEACHER of PHYSICAL EDUCATION: Second subject GEOGRAPHY preferred. Ability to coach Rugby an advantage. Burnham Scale.
For further details apply to the Headmaster.

Science

Heads of Department

BERKSHIRE
WELLINGTON COLLEGE
HEAD OF SCIENCE
A vacancy will exist in September, 1978, for a HEAD OF SCIENCE.
The present holder of the office who is moving to Eton is also Head of Physics. Experienced graduates who are highly qualified in any branch of Science are invited to apply.
Full details may be obtained from The Master, Wellington College, Crowthorne, Berkshire. Applications together with full curriculum vitae and the names of two referees to be submitted by January 10th, 1978—interviews mid-January.

STOCKTON-ON-TEES
TEESSIDE HIGH SCHOOL
Senior Department: 450 girls
The Avenue, Eaglescliffe, Stockton-on-Tees, TS16 9AT
Eaglescliffe 782000
Required April 1978, graduate TEACHER to be in charge of PHYSICS under the Head of Science. The subject is taught to Advanced and Scholarship levels.
Apply in writing as soon as possible, with names and addresses of referees, to the Headmistress at the school.

Other Assistants

BERKSHIRE
WELLINGTON COLLEGE
CHEMISTRY
Required September, 1978, well-qualified GRADUATE to teach CHEMISTRY at all levels. Own laboratory. Accommodation provided.
Further details from The Master, Wellington College, Crowthorne, Berkshire, to whom applications together with curriculum vitae and names of two referees should be sent by 21st January, 1978.

BRISTOL
CLIFTON COLLEGE
Young CHEMISTRY GRADUATE required for September, 1978, to teach throughout the school.
Willingness to play a full part in the life of a boarding community essential.
Further details may be obtained from the Headmaster, Clifton College, Bristol BS8 3JH.

CORNWALL
THE SCHOOL OF ST. CLARE
Polwithen, Penzance TR18 4JR
(Western Division of the Woodard Corporation. Girls' Day and Boarding. Recognised as Efficient.)
Required in September, 1978: BIOLOGY GRADUATE to be responsible for all the Biology teaching from 11 up to "A" level. Non-resident post. Experience essential. Suitable for a young teacher looking for a second post. Practising Christian, preferably Anglican.
Write for full details of the post before making formal application. Burnham Scale and Government Superannuation.

DEVON
STOVER SCHOOL
Newton Abbot, Devon
Wanted in April 1978, GRADUATE to teach BIOLOGY to Ordinary and Advanced level and University entrance. Burnham scale.
Please apply, with testimonials, to the Headmistress and state subsidiary subjects if any.

HEREFORD
HEREFORD CATHEDRAL SCHOOL
For September, a GRADUATE to teach BIOLOGY to "A" level and JUNIOR SCIENCE. Burnham Scale 1.
Applicants are invited to write to the Headmaster giving details of qualifications and names of two referees.

LONDON
LATYMER UPPER SCHOOL
Hammersmith W6 9LR
(Direct Grant going Independent, H.M.C., 1,100 boys)
Wanted for April 1978, a GRADUATE to be SECOND in the BIOLOGY DEPARTMENT. Scale 3 post for a suitably experienced person. Bachelor accommodation might be available during term time.
Applications, together with full curriculum vitae and the names of two referees, to the Headmaster, Latymer Upper School, King Street, London W6 9LR.

NORWICH
THORPE HOUSE SCHOOL
7 Yarmouth Road
Required in April or September: A TEACHER to take CHEMISTRY and PHYSICS to "O" level and some Middle School Mathematics. Burnham Scale and Government Superannuation.

SOMERSET
KING'S COLLEGE
Taunton
Required for September 1978 — A PHYSICIST, to teach throughout the school.
This is an additional appointment necessitated by expansion of the department.
A willingness to take part in outside activities will be an additional recommendation. Burnham Scale.
Apply Headmaster.

GABBITAS-THRING SERVICES LTD.
6, 7 & 8 Sackville Street
London W1X 2BR
Telephone 01-734 0161
are seeking well-qualified experienced school teachers for posts in
INDEPENDENT SCHOOLS
No fee whatever is payable by candidates for teaching posts.

Technical Studies

DORSET
Required in April or September, 1978 person to teach WOODWORK and TECHNICAL DRAWING to C.S.E. and "O" level standards.
Apply in: Headmaster, Hurn Court School, Christchurch, Dorset.

Other than by Subject Classification

BELFAST
CAMPBELL COLLEGE
Headmaster: B. W. J. G. Wilson
Boarding/Day School, 450 boys, 13-18 years
H.M.C./Direct Grant
Required for September, 1978:— MATHEMATICS TEACHER (salary by negotiation), well-versed in "modern" Mathematics (S.M.P. or the like), capable of teaching the subject throughout the school up to and including Scholarship level.
TWO ENGLISH TEACHERS (salary by negotiation), one with experience of drama production.
Free residence for a bachelor willing to help with boarding duties; living-out allowance for a married man.
Further details from the Headmaster's Secretary.

DORSET
SCIENCES/MATHEMATICS/GENERAL STUDIES
Expanding "O" level school for overseas students aged 13-19 requires extra teachers—resident or non-resident, either in January or at Easter.
Printed job details from The Director of Studies, Buyway, Langton Matravers, Swanage, Dorset. Tel. Swanage 3183.

DORSET
SHERBORNE SCHOOL
Vacancies on the teaching staff will occur in September for the following:
(1) HEAD of the THEOLOGY DEPARTMENT.
(2) TEACHER of GEOGRAPHY.
(3) TEACHER of SPANISH and FRENCH.
Details and application forms may be obtained from the Headmaster's Secretary, Sherborne School, Dorset, DT9 3AP.

SUSSEX
HOUSE TUTOR, English Subjects or Science (single—resident) required for Newlands Manor, Seaford, Sussex. Senior Independent Boys' Boarding and Day School opening April, 1978.
Apply with curriculum vitae and names of three referees to the Headmaster, Newlands Preparatory School, Seaford, Sussex.

F.I.S.—Vacancies in good Independent schools. Details foolscap s.a.e. to Staff Dept., 18a, Campden Hill Gardens, London, W.8.

MARRIED couple required to teach and help look after boys in small G.C.E. coaching school S.E. coast. January. Joint resident post. Telephone Camden (01-2431 2801).

Preparatory Schools

By Subject Classification

Art and Design

LONDON, W.6
ST. PAUL'S GIRLS' PREPARATORY SCHOOL
Required for April, 1978, a full-time ART TEACHER with at least two years' experience, to be responsible for all painting, decorative sewing, handwriting, pottery (school kiln), other crafts welcomed. Help will also be required in other departments. The post offers good scope to develop own interests within a school of 250 girls, aged from five to 12 years. Good facilities for displaying work.
London Burnham Scale. Superannuation.
Please apply in writing, with full details of qualifications and testimonials to the Headmistress, Bute House, Luxemburg Gardens, London W6 7EA.

Mathematics

ESSEX
FELSTED JUNIOR SCHOOL
Dunmow, Essex
JUNIOR MATHEMATICS TEACHER required in September, 1978, to teach in the 8 to 11 age-group. Willingness to be involved in activities outside the classroom highly desirable. Some experience preferred. Single accommodation available. Felsted salary scale.
Write giving details to The Master.

TEACHER
Required in September by I.A.P.S. Day Preparatory School for maths to P.S.E. level. Rugby, or cricket enthusiast particularly welcome. London Burnham, Government superannuation. Furnished flat available.—St. John's School, Northwood, Middx. HA6 3QY.

Music

Heads of Department

DERBYSHIRE
DIRECTOR of MUSIC required from April at boys' boarding preparatory school. Responsible for overall supervision of musical activities, including class music, individual piano teaching, orchestra, and chapel choir. Resident single accommodation available.
Apply with full details to the Headmaster, Stancliffe Hall, Darley Dale, Matlock, Derbyshire, giving names and telephone numbers of two referees.

St Mary's College Strawberry Hill

This is a Catholic College of Higher Education with 1,200 students (mixed). It offers Internal BA, BSc, BH and BEd Degrees of London University at Honours level.
Applications are invited for the following posts:

ACADEMIC VICE-PRINCIPAL

Appointment from 1st September, 1978. Salary in accordance with Burnham Further Education Scale for Vice-Principals, Group 7 or Group 8 (under review) + London Allowance.

LECTURER IN ENGLISH

Candidates should possess an Honours Degree and Postgraduate qualifications in Language. The successful candidate will be expected to lecture in the TEACHING OF ENGLISH AS A SECOND LANGUAGE FOR THE DIPLOMA OF THE UNIVERSITY OF LONDON and to participate in the work of lecturing for BEd and BA. Salary in accordance with Burnham Further Education Scale + London Allowance. This post could be available from Easter, 1978. Further details from the Principal, to whom applications should be sent with the names of three referees. There are no official forms. Applications should arrive not later than 3rd February, 1978, and should be addressed to: The Principal, St. Mary's College, Strawberry Hill, Twickenham TW1 4SX. Tel: 01-892 0051, ext. 22.

JOHANN WOLFGANG GOETHE-UNIVERSITAT
FRANKFURT A.M.

An der Universität Frankfurt a.M. ist folgende Hochschullehrerstelle zu besetzen:

im Fachbereich Neuere Philologien im Institut für England- und Amerikastudien die Stelle eines Professors (H3)

für Anglistik/Sprachpraxis

Der Bewerber soll einen oder mehrere der folgenden Bereiche in Lehre und Forschung vertreten: Soziale, regionale und nationale Varianten des Englischen, sowie insbesondere die Problematik des Englischen als internationale Sprache und Fachsprache. Er soll an der Durchführung des Teilcurriculums anglistische Linguistik im Studiengang Anglistik mitwirken. Darüberhinaus wird erwartet, dass er das sprachpraktische Angebot im Bereich Anglistik für die Gesamtuniversität koordiniert und wissenschaftlich betreut.

Bewerber sollten ausser den üblichen beamtenrechtlichen Bedingungen folgende Voraussetzungen erfüllen:
1. Lehrerfahrung im Bereich der Sprachpraxis.
2. Einschlägige Publikationen.

Für die Ernennung zum Hochschullehrer sind grundsätzlich pädagogische Eignung u.—als Nachweis der Befähigung zu wissenschaftl. Arbeit— eine Promotion u. hervorragende weitere wiss. Leistungen erforderlich (§ 39a HUG). Im übrigen gelten die Einstellungsvoraussetzungen des § 39 HUG (Textauszug wird auf Anforderung übersandt).

Von den Bewerbern wird erwartet, dass sie im Falle ihrer Berufung gem. § 39 HUG ihr Fach in Lehre und Forschung selbständig vertreten u. sich an der Selbstverwaltung der Universität beteiligen.

Bewerbungen mit Lebenslauf (wissenschaftl. u. berufl. Werdegang), Fotokopie der Promotionsurkunde, Verzeichnis der selbständig durchgeführten Lehrveranstaltungen u. Schriftenverzeichnis (bei gemeinschaftl. Veröffentlichungen soll der Bewerber vermerken, worin seine Miturheberschaft besteht) werden bis zum 21.1.1978 an den Präsidenten der Universität, Senckenberganlage 31, 6000 Ffm, erbeten.

Saudi Arabia
Dhahran
University of Petroleum and Minerals

The Research Institute of the University of Petroleum and Minerals is seeking engineers, mechanics and technicians, with particular experience in applied research at government or industrial laboratories in geophysics, solar energy, building materials and road paving materials.

Minimum regular contract for two years, renewable. Excellent salaries and allowances, free air-conditioned housing, free air transportation to and from Dhahran each two-year tour. Attractive educational assistance grants for school-age dependant children. Local transportation allowance in cash each month. Six weeks' vacation each year.

Apply with complete resume on academic and professional back-ground, list of references, and with copies of degrees, including personal data such as family status (wife's maiden name, names of children, age and sex) home and office addresses, telephone numbers, to:—

University of Petroleum and Minerals, Miss E. Whitechurch, Gabbitas-Thring Services Ltd, Broughton House, 6, 7 and 8 Sackville Street, Piccadilly, London W1X 2BR.

It is expected that interviews will be held at the end of January.

SCAE

SALISBURY COLLEGE OF ADVANCED EDUCATION
DEPARTMENT OF SOCIOLOGY

Applications are invited for the following position:—

LECTURER I or II—Sociology

The appointee should have strengths in Sociological Theory. An additional area of expertise would be desirable, while ability to teach in the Social Psychology and/or Social Problems programmes for Level II students would be an advantage. The appointee will be required to contribute to graduate research workshop sessions, and to supervise student teaching and/or community research.

Salary:	Lecturer II	$14,632 to $16,748
	Lecturer I	$17,145 to $19,262

Applications close on January 31, 1978. Further information and application forms are available from:—

The Academic Secretary, Salisbury College of Advanced Education, Smith Road, Salisbury East, South Africa 5109. Telephone (08) 258 3000.

MALAWI

Flourishing Group of Primary Schools for expatriate children urgently requires several primary trained and qualified teachers. Attractive salaries, passages paid, subsidised housing.

Renewable three-year contracts with generous terminal gratuities.

Schools are delightfully situated in the main centres of this beautiful country.

Write by airmail, including recent photograph, giving C.V., family details, names and addresses of referees, and earliest availability to:

Chairman
**Designated Schools Appointments Committee
P.O. Box 5698
Limbe, Malawi**

PREPARATORY
Music
continued

DIRECTOR OF MUSIC required in May September for Boys' Preparatory School for Stonyhurst College, R.C. preferred. Must be able to play organ and train choir. Class music and orchestra. Excellent facilities. Opportunity for work at College. For further details please apply to the Headmaster, St Mary's Hall, Stonyhurst, Blackburn BB6 9PU.

Other Assistants

ESSEX.—Young qualified TEACHER of CLARINET, RECORDER and some PIANO wanted urgently for boys' prep. school. Full day's work and opportunities for recital work for keen applicant. Travelling expenses paid. The school has a thriving musical department. An interest in choral accompaniment would be useful. Please apply to The Director of Music, Widford Lodge School, Chelmsford, Essex. Tel. 0245 52581.

Science

LONDON, W5
Common Entrance Science. Boy's Prep. School requires SCIENCE TEACHER two days a week commencing January, 1978. Suit Ph.D. student or married woman.
Please apply to the Secretary, Hamilton House School, 9 Florence Road, Ealing, W5.

Other than by Subject Classification

BIRKENHEAD
BIRKENHEAD SCHOOL
(Preparatory Department)
(225 day boys, five to 11)
A qualified form TEACHER is required for April to take the Reception class (20 to 25 boys, aged 4½ to 5½). Experience an asset. Burnham Scale, D.E.S. Superannuation.
Please apply with curriculum vitae and names and addresses of two referees to Headmaster, Birkenhead School Preparatory Department, 117 Beresford Road, Birkenhead, Merseyside, not later than 30th January.

SHEFFIELD
BIRKDALE PREPARATORY SCHOOL
4 Oakholme Road, Sheffield S10 3DH
TWO qualified TEACHERS required to teach between them FRENCH, LATIN, HISTORY and SCIENCE. Ten to 13 age group to C.E. and scholarship level and to coach GAMES. In this large I.A.P.S. day school there are good opportunities for suitably qualified and experienced persons — convinced Christians preferred.
Apply to the Headmaster with curriculum vitae and names of two referees.

Colleges of Further Education

Directors and Principals

LEICESTER
CO-OPERATIVE COLLEGE
Stanford Hall, Loughborough
VICE-PRINCIPAL
To be responsible for the day-to-day academic operation of one of Britain's six long-term adult residential colleges. To work closely with the principal in developing academic policy and to provide leadership in the area of management education.
Salary: Group 5 on the Further Education Vice-Principal Scale (£7,041 to £8,127 plus supplements of £312 plus £180).
Application form and further details from the Chief Education Officer, The Co-operative Union Ltd, Stanford Hall, Loughborough, Leicestershire, to be returned by February 6th, 1978.

Other Appointments

BERKSHIRE
EDUCATION COMMITTEE
BRACKNELL COLLEGE
DEPARTMENT OF COMMERCE, LANGUAGES AND GENERAL STUDIES
Required from April 1, 1978: LECTURER II in COMPUTING, DATA PROCESSING AND ACCOUNTS. Ability to adapt to B.E.C. General and National Certificates' requirements essential.
Salary in accordance with the Burnham Further Education Scale, plus London fringe allowance of £100.
Assistance with housing and removal assistance may be given.
Further particulars and application forms, which should be returned within 14 days of the appearance of this advertisement, from the Principal, Bracknell College of Further Education, Church Road, Bracknell, Berks RG12 1DJ.

BERKSHIRE
READING COLLEGE OF TECHNOLOGY
DEPARTMENT OF BUILDING AND SURVEYING
Applications are invited for the post of LECTURER Grade I to teach CRAFTS SCIENCE and CALCULATIONS to craft students.
Applicants should, preferably, have graduate or equivalent qualifications but those with building qualifications and a strong science and mathematical background will be considered.
Duties to commence as soon as possible.
Salary: Lecturer Grade I, £2,469 to £4,377 plus two additional payments of £312 and £180 (maximum) per annum.
Further particulars and application forms may be obtained from the Registrar, Reading College of Technology, King's Road, Reading RG1 4HJ. Telephone: Reading 583501, to whom forms should be returned within 14 days of the appearance of this advertisement.

CITY OF BIRMINGHAM
EDUCATION DEPARTMENT
HANDSWORTH TECHNICAL COLLEGE
Whitehead Road, Aston, Birmingham B6 6EU
LECTURER Grade II in INDUSTRIAL LANGUAGE TRAINING

A stimulating new post to set up an Industrial Language Training Unit to provide in-plant courses in English to immigrant workers. The successful candidate will be required to establish the unit, prepare materials and be able to negotiate with firms and other interested bodies.
Applicants should be teacher-trained and have experience of teaching English as a foreign language.
Salary will be in accordance with the Burnham F.E. Report.
Lecturer II £3,741 to £5,315 (including pay supplements).
Starting point to be determined according to qualifications and experience.
There is a scheme for assistance with removal expenses.
Further particulars and application forms from the Principal of the college.

BRENT
(London Borough of)
KILBURN POLYTECHNIC
Priory Park Road, NW6 7UJ
Telephone 01-624 0022
DEPARTMENT OF ENGINEERING AND SCIENCE
373 Edgware Road, Colindale, N.W.9
Required as soon as possible, LECTURER I in ELECTRICAL ENGINEERING including City and Guilds Installation and Foundation Courses and basic electronics. Applicants should have a City and Guilds Full Technological Certificate or equivalent (Electrical) and industrial experience. Teacher training and teaching experience desirable.
Salary, £3,315 to £5,271 including Supplements and London Allowance.
Further particulars and application forms (S.A.E.) returnable by January 18, may be obtained from the Principal of the College.
Relocation assistance available in approved cases.

CLEVELAND
EDUCATION COMMITTEE
LONGLANDS COLLEGE OF FURTHER EDUCATION
Applications are invited for the post of —
LECTURER II IN MATHEMATICS
Duties to commence as soon as possible.
Applicants must be well qualified in Mathematics, have teaching experience in Further Education and preferably have industrial or commercial experience and be teacher trained.
Salary Scale, Lecturer Grade II.
Application forms and further particulars are available from the Principal at the College, Douglas Street, Middlesbrough, Cleveland TS4 2JW, to whom completed forms should be returned within 14 days of the appearance of this advertisement.

CUMBRIA
EDUCATION COMMITTEE
BARROW IN FURNESS COLLEGE OF FURTHER EDUCATION
DEPARTMENT OF CRAFT STUDIES
Required as soon as possible a SENIOR LECTURER in MECHANICAL and PRODUCTION ENGINEERING to act as Deputy Head of Department. Applicants should be chartered engineers or graduates with good industrial and further education teaching experience and proven organising ability. In addition to teaching, the person appointed will be required to play a major role in assisting the Head of Department with the organisation and running of the Department and in liaison with industry and schools.
Salary Scale £5,523 to £6,447.
Application forms and further particulars may be obtained from the Principal at the College and should be returned not later than 20th January, 1978.

DEVON
EAST DEVON COLLEGE OF FURTHER EDUCATION
Principal: C. J. Gibson, B.Sc.(Econ.), F.I.S.C.E., A.M.B.I.M.
LECTURER II — HEALTH, NURSING, HEALTH AND SOCIAL SERVICE COURSES
Applications are invited for the above post which becomes tenable from 1st January, 1978, or as soon as possible thereafter.
A well-qualified person is sought with knowledge of and teaching experience in Nursing and possibly Social Service subjects, to be responsible for the development of Pre-Nursing and associated courses and to assist with the Pre-Residential Care Course. Associated courses include Link Courses in Child Care and Development, Social Service Courses and the Diploma in Nursing.
This is a re-advertisement. Previous applicants will be reconsidered and need not re-apply.
LECTURER II — Responsible for MODERN LANGUAGES and STUDENT LIAISON.
Applications are invited for the above post which becomes tenable from 1st May, 1978.
An experienced and well-qualified graduate is sought, who will organise language teaching throughout the College and will also be responsible for student liaison with the Students' Guild.
Salary Scale, Lecturer, Grade II —£3,711 to £5,085.
Details of these posts are available from the College. Letters/application forms should be forwarded to the Vice Principal, East Devon College of Further Education, Bolham Road, Tiverton, Devon, within 14 days of the appearance of this advertisement.

DURHAM
COUNTY COUNCIL
CONSETT TECHNICAL COLLEGE
LECTURER Grade II in ACCOUNTANCY
in the Department of Business and General Studies
Required 1st April, 1978.
The person appointed will be responsible to the Head of Department for the teaching of this subject. He/she will teach mainly Accountancy to O.N.D., H.N.D., G.C.E. levels and in general Commercial Secretarial and I.S.A. courses. Ability to teach other related subjects desirable.
Further details and application forms returnable by 20th January, 1978, from the Principal, Consett Technical College, Park Road, Consett, on receipt of a stamped addressed foolscap envelope.

DURHAM
COUNTY COUNCIL
DARLINGTON COLLEGE OF TECHNOLOGY
Required as soon as possible. —
DEPARTMENT OF ENGINEERING
(a) Temporary LECTURER Grade I in MECHANICAL ENGINEERING to end of academic year 1977-78, but appointment may be renewed for 1978-79 and 1979-80. Applicants should have a mechanical or general engineering degree or an equivalent professional qualification.
DEPARTMENT OF SCIENCE
(b) LECTURER Grade II to teach CHEMISTRY to O.N.C. and "A" level. Applicants should have a degree in Chemistry, a teaching qualification and have had suitable industrial and/or teaching experience. Ability to offer Mathematics or Physics to "A" level would be an advantage.
Salary Scales: Lecturer Grade I, £2,913-£4,069; Lecturer Grade II, £3,744-£5,985; inclusive of April, 1977, Supplement.
Further details, and application forms (returnable by 20th January, 1978), obtainable from the Principal, College of Technology, Cleveland Avenue, Darlington, DL3 7BB, on receipt of a stamped, addressed, foolscap envelope. Please quote reference letter of post in which interested.

STATES OF JERSEY EDUCATION COMMITTEE

Les Quennevais School & Community Centre
PRINCIPAL: E. TRANTER

Required for April, 1978, an

ADULT TUTOR
(Scale 4)

to be responsible for the forward planning, organisation and day-to-day running of the adult education programme for 1,000-plus students and to participate in the teaching of day pupils in this 11-16 school.

Candidates must be qualified teachers with the necessary experience in adult education.

Further details and application forms can be obtained from The Director of Education, P.O. Box 142, Highlands, St. Saviour, Jersey, Channel Islands—to be returned by 7th February, 1978.

THE OPEN UNIVERSITY

Summer School Tutorial Staff

Appointments for one or two weeks are available at the Open University's summer schools held at universities throughout Great Britain between 8 July and 9 September.

Tutor Posts in the Faculties of Arts, Mathematics and Science
There will be a certain number of TUTOR posts in the following subject areas:
Art History, Architecture and Design, Drama, History, Music, Philosophy, and Literature (the Novel – final year of presentation).
Mathematics: courses coded M101, M201, M202 and MST281.
Biology (all subdisciplines including Genetics), Chemistry (organic, inorganic and physical), Earth Sciences and Physics.

Tutor Posts in the Faculty of Technology
Tutors qualified in Elementary Mathematics and Modelling (for technologists), Materials Science Technology, Systems (design, planning, implementation, management, analysis, modelling of social or technical systems).
TS282 – Electromagnetics and Electronics
T291 – Instrumentation
Tutors qualified in electronics and/or instrumentation; previous teaching experience an advantage.
TAD292 – Art and Environment
Tutors to run creative project work in visual arts, sound, theatre, dance, environmental design, creative writing and community print.

Tutor Posts in the Faculty of Social Sciences
D101 – Making Sense of Society
Tutors qualified in one or more of: economics, geography/town planning, politics/international relations, psychology, sociology; to teach in one of the three interdisciplinary modules: housing, sex and gender in society, a political simulation exercise on the Bosnian crisis, 1908-9.
DS261 – An Introduction to Psychology and
D303 – Cognitive Psychology
Tutors qualified in experimental psychology; for D303 computer experience desirable.
D204 – Fundamentals of Human Geography
Tutors qualified to teach modern geography, especially with reference to urban retailing, rural social geography and statistical techniques.

Demonstrator Posts
Applications for the post of DEMONSTRATOR are invited from graduates in the Sciences to work in the areas of Biology, Chemistry, Physics and Earth Sciences; from graduates in the Sciences and Engineering to work in the areas of Acoustic Measurement, Electronics, Materials Science, Systems, Structures, Energy Conversion, Metallography, Design, Production Systems, Environmental Science and Computing; also from graduates in Psychology.

Application Procedures
For further particulars and an application form, send a *postcard* with your name and address to the Tutors Office, (SS 1), P.O. Box 82, Milton Keynes MK7 6AU. All completed application forms must reach the Open University by Monday, 6th February 1978.

COLLEGES OF FURTHER EDUCATION
Other Appointments continued

DURHAM
COUNTY COUNCIL
NEW COLLEGE
Durham
Principal, Leonard G. Bowsher
FACULTY OF ADMINISTRATIVE AND BUSINESS STUDIES
LECTURER Grade I in SECRETARIAL STUDIES.
Applications are invited from suitably qualified persons for the above post.
Further details and forms of application, returnable by January 21, 1978, may be obtained from the Principal, New College, Nevilles Cross Centre, Durham, on receipt of a stamped addressed foolscap envelope.

ENFIELD
(London Borough of)
EDMONTON COLLEGE OF FURTHER EDUCATION
Principal: D. J. Alderson, M.Sc., C.Eng., M.I.Mech.E., M.I.Prod.E., F.M.S.E.
The following LECTURER Grade I posts are available at the Edmonton College of Further Education from January, 1978, or as soon as possible thereafter.
Reference G 307
MATHEMATICS
To teach up to "O" level, together with some elementary computer work, and to coordinate the teaching of Mathematics/Arithmetic subjects throughout the Department.
Candidates should have a degree appropriate for teaching Mathematics (or an equivalent qualification) and be teacher trained. Experience with Computer Terminal work would be an advantage.
Reference G 404
SECRETARIAL SUBJECTS
To teach principally Shorthand, Typewriting and Office Practice.
Candidates should have good commercial experience and appropriate qualifications in secretarial subjects, together with teaching qualifications.
Salary Scale (including London allowance).
Lecturer Grade I, £2,766 to £4,674*.
*The initial placing on this scale depends on qualifications and experience.
This scale is subject to a £312 addition plus a further supplement of between £132 and £180 per annum.
Further details and application forms may be obtained from the Principal, Edmonton College of Further Education, Montagu Road, Edmonton, London N18 2LY, on receipt of a S.A.E., which should be clearly marked with the job reference, in which case no letter is necessary. Completed application to be returned within 14 days of the appearance of this advertisement.

ESSEX
BRAINTREE COLLEGE OF FURTHER EDUCATION
Church Lane, Braintree CM7 5SN
(Telephone Braintree 21711)
LECTURER I in CATERING/FOOD PREPARATION required as soon as possible for C & G Catering Certificates 705/706—1/2. Experience of Food Service (707—2) an advantage.
Candidates should have relevant C & G Certificates and appropriate industrial experience. Teaching qualifications and experience desirable.
Salary scale: £2,913 to £4,869 per annum.
Application form, to be returned by January 20, and further details from the Principal.

HAMPSHIRE
BASINGSTOKE TECHNICAL COLLEGE
DEPARTMENT OF BUSINESS AND MANAGEMENT STUDIES
LECTURER II in ACCOUNTANCY and ALLIED SUBJECTS
Applicants should possess a degree or professional qualification and will be required to teach accountancy and allied subjects to H.N.C., O.N.C./O.N.D. and professional level. Salary on scale: £3,771 to £5,985.
Further particulars and application form available from the Registrar, Basingstoke Technical College, Worting Road, Basingstoke. Telephone: 84141.

HAMPSHIRE
FARNBOROUGH COLLEGE OF TECHNOLOGY
DEPARTMENT OF HUMANITIES
Reference 77/31/E8: PRINCIPAL LECTURER to assist the Head of Department with administrative work, and to teach within one or more fields of work covered by the Department.
Reference 77/30/E37: LECTURER Grade I in LIBERAL EDUCATION / COMMUNICATION.
Both posts are vacant now. Further particulars from the Principal, Farnborough College of Technology, Boundary Road, Farnborough, Hants GU14 6SB.
Stamped addressed envelope, please.
Closing date: 14 days from publication of advertisement.

HAMPSHIRE
THE SOUTH DOWNS COLLEGE OF FURTHER EDUCATION
Havant
LECTURER, Grade I, in GENERAL STUDIES required as soon as possible. (Re-advertisement, previous applicants will be considered.)
Salary scale, £2,913 to £4,869 per annum.
Applications are invited from experienced lecturers and those seeking first appointments.
For further particulars and application forms, send a foolscap S.A.E. to the Principal, The South Downs College of Further Education, College Road, Purbrook Way, Havant, Hampshire PO7 8AA. Tel.: Waterlooville 57011. Closing date for receipt of application forms is Wednesday, 18th January, 1978.

HUMBERSIDE
EDUCATION COMMITTEE
GRIMSBY COLLEGE OF TECHNOLOGY
DEPARTMENT OF MANAGEMENT AND BUSINESS STUDIES
LECTURER I in DATA PROCESSING required for January, 1978, or as soon as possible.
A Professionally qualified person with appropriate business experience is required to teach Computer Studies and Data Processing to O.N.C./H.N.C. level, plus general business subjects that may be required.
Experience in teaching would be useful but not essential.
Salary £2,469 to £4,377 (plus £444 to £492 supplement). Commencing salary dependent on experience and qualifications.
Further details and application form available from The Principal, Grimsby College of Technology, Nuns Corner, Grimsby, to whom completed forms should be returned within 10 days of the appearance of this advertisement.

LEICESTERSHIRE
HINCKLEY COLLEGE OF FURTHER EDUCATION
LECTURER I—BUSINESS STUDIES
(Readvertisement)
Wanted for 1st April or 1st September, a well-qualified person to teach ECONOMICS and LAW (or other business subjects) to O.N.C. and O.N.D. level students.
Candidates should preferably be qualified teachers or have some teaching experience.
Applicants should write to the College Registrar for further details, enclosing a stamped addressed envelope. Closing date 10 days from the appearance of this advertisement.

LIVERPOOL
MABEL FLETCHER TECHNICAL COLLEGE
Sandown Road, Liverpool L15 4JB
LECTURER Grade I
TEXTILE SCIENCE AND GARMENT TECHNOLOGY
Applications are invited for the above post to teach full-time students following courses in the Clothing Industry.
Further particulars and application forms from the Principal, to whom completed forms should be returned by 16th January.

LIVERPOOL
Applications are invited for the following posts. Application forms and further particulars obtainable from and returnable by 23rd January to the Principal at the College.
MABEL FLETCHER TECHNICAL COLLEGE
Sandown Road, Liverpool L15 4JB
(1) LECTURER II in SOCIAL STUDIES
Duties to commence 1st April or earlier. Applicants should have teaching experience in some or all of the following areas: Sociology/Integrated Humanities: Liberal/General Studies: Communications. The successful applicant could expect to work with students following courses in Health Studies, Music, Drama or Clothing Design/Manufacture. An interest in Basic Education and alternative syllabus provision would be an advantage.
(2) LECTURER I in ART/GRAPHICS.
To teach Art/Graphics to students studying on full-time art courses in Display Exhibition and Advertising Design and Pre-Foundation Art. The person appointed may also be required to service courses in other departments within the college.

LONDON
I.L.E.A.
KINGSWAY-PRINCETON COLLEGE
Sidmouth Street, Grays Inn Road, WC1H 8JB (near Kings Cross) 01-837 8185
DRAMA TEACHER (part-time up to 10 hours weekly) required as soon as possible for work which will involve teaching improvisation, acting, play study and theatre history to Full-Time Speech and Drama Course, "O" level (Alternative) and general drama courses.
Application forms from Head of Arts and Languages Department; closing date for applications is Monday, 16th January.

LONDON
INNER LONDON EDUCATION AUTHORITY
SOUTH WEST LONDON COLLEGE
DEPARTMENT OF MANAGEMENT SERVICES AND INDUSTRIAL RELATIONS
Readvertisement
Required as soon as possible, LECTURER I in ADMINISTRATIVE MANAGEMENT to prepare students for examinations leading to the Certificate and Diploma of the Institute of Administrative Management.
Relevant experience or qualification in Administrative Management is required. Alternatively, a relevant qualification or experience in Behavioural Science.
Salary Scale: Lecturer I—on an incremental scale within the range £2,469 to £4,377 plus £402 Inner London allowance and supplement of between £444 and £492. Starting point depending on qualifications, training and experience.
Assistance may be given towards household removal expenses. Further details and form of application returnable within 14 days from: Senior Administrative Officer, South West London College, Tooting Broadway, London SW17. (T.147).

LONDON
ILEA VAUXHALL COLLEGE OF BUILDING AND FURTHER EDUCATION
Belmore Street, Wandsworth Road, London SW8 2JY
Telephone 01-928 4611
SENIOR LECTURER IN SCIENCE
For appointment to the Department of Technician Studies
A scientist is required to co-ordinate curriculum development of science teaching throughout the college.
The vacancy occurs due to the promotion to Head of Department in another college, of the present post holder.
Applicants should possess appropriate qualifications and teaching experience. Duties will include the coordination of laboratory use throughout the college, and academic responsibility for Science and Mathematics in the Department.
Salary Scale (Burnham) £5,031 to £5,955 plus £402 Inner London allowance and supplement of £492.
Application forms, returnable within 14 days, and further details available from the Senior Administrative Officer at the College.

NEWHAM
(London Borough of)
EAST HAM COLLEGE OF TECHNOLOGY
High Street South, London E6 4ER
Principal: R. R. Bishop B.Sc.(Econ.), F.R.S.A.
LECTURER I in COMPUTING and DATA PROCESSING.
Applications are invited from those suitably qualified preferably with appropriate commercial/industrial experience.
Salary: £2,913 to £4,869 (including supplements), plus £402 per annum London Allowance.
Application forms and further details may be obtained by writing to the College Administrative Officer enclosing a self-addressed envelope.
Completed forms should be returned within 14 days of the appearance of this advertisement.

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
BEESTON COLLEGE OF FURTHER EDUCATION
High Road, Beeston, Nottingham NG9 4AH
LECTURER Grade I in BUSINESS STUDIES required as soon as possible. Applicants should be teacher trained graduates able to offer Computer Studies, Automatic Data Processing and, if possible, Economics to the level of the Ordinary National Diploma in Business Studies. Preference will be given to candidates with relevant business experience.
Salary scale: £2,469 to £4,377 plus supplements of £312 per annum and £132 to £180 per annum (dependent upon basic salary). Entry point on the scale according to qualifications and experience.
Application forms and further particulars are available from the Principal at the College, telephone Nottingham 224654.
Closing date January 16, 1978.

OXFORDSHIRE
COUNTY COUNCIL
WEST OXFORDSHIRE TECHNICAL COLLEGE
Holloway Road, Witney, Oxon OX8 7EE
DEPARTMENT OF BUSINESS AND GENERAL STUDIES
LECTURER Grade I in COMMUNICATIONS/ENGLISH
Applications are invited from qualified teachers with experience in teaching 16-19 year olds in the remedial sub-"O" level range of provision in English/Communications. Graduate qualification an advantage.
Further particulars and application form from the Principal of the college, to be returned by Friday, 27 January, 1978 (S.A.E. please).

PORTSMOUTH
HIGHBURY TECHNICAL COLLEGE
LECTURER Grade II in MECHANICAL ENGINEERING to teach a range of subjects to higher Technician level.
Salary £3,744 to £5,985 per annum.
Application forms and details from the Secretary, Highbury Technical College, Portsmouth, PO6 2SA (enclose S.A.E.) or phone Cosham 83131 (Ext. 247).

RICHMOND UPON THAMES
RICHMOND UPON THAMES COLLEGE
Egerton Road, Twickenham, Middlesex, TW2 7SJ
(Tel.: 01-892 6656/9)
The following post is available from January, 1978, or as soon as possible thereafter.
LECTURER I IN CONSTRUCTION
An appropriately qualified person with relevant industrial and, preferably, teaching experience is required to teach Building Science, Building Construction and Construction Technology on Technician Courses.
Salary scale: £2,913 to £4,869 plus £297 Outer London Allowance. Starting salary according to qualifications and recognised experience.
Application forms and further particulars may be obtained from Assistant Principal (Resources), at the College, to whom applications should be returned (marked personal) by 20th January, 1978.

ROTHERHAM
(Metropolitan Borough of)
DEPARTMENT OF EDUCATION
ROCKINGHAM COLLEGE OF FURTHER EDUCATION
Required for Easter, 1978:
LECTURER I—ACCOUNTS and CALCULATIONS.
An ability to offer Commerce would be an advantage. The person appointed will be expected to be able to teach a wide range of abilities. This is a readvertisement and previous applicants need not reapply.
Salary: £2,469 to £4,377 plus supplements of £312 plus £133 to £180.
Closing date: January 20, 1978.
Application forms available from the Principal Recruitment Officer, Education Offices, Municipal Offices, Howard Street, Rotherham. Tel.: 2121, ext. 3367.
B. W. Ellis, Director of Personnel Resources.

SALFORD
COLLEGE OF TECHNOLOGY
Frederick Road, Salford M6 6PU
(Tel.: 061-736 6541)
DEPARTMENT OF SCIENCE
Applications are invited for the post of LECTURER (Grade II) in BIOLOGICAL SCIENCES from graduates, preferably with teaching experience in further/higher education.
Salary in accordance with Burnham Technical Scale viz. £3,744 to £5,985 inclusive of allowances.
Further particulars and application forms may be obtained from the Principal.

STAFFORDSHIRE
EDUCATION COMMITTEE
LEEK COLLEGE OF FURTHER EDUCATION
LECTURER I in MECHANICAL/PRODUCTION ENGINEERING
From 1.4.78
The person (male or female) appointed will be required to teach full-time and part-time students following Engineering Craft and T.E.C. Courses. Applicants should be suitably qualified and have had industrial experience. Teacher training and teaching experience are desirable.
£2,913 to £4,869.
Application forms and further details are obtainable from the Principal, Leek College of Further Education, Stockwell Street, Leek, Staffordshire ST13 6DP.

SURREY
EDUCATION COMMITTEE
NORTH EAST SURREY COLLEGE OF TECHNOLOGY
Reigate Road, Ewell, Surrey
Required as soon as possible.
LECTURER I in PHYSIOLOGICAL SCIENCES
Applications are invited for the above post from good honours graduates (or equivalent) who can offer Physiology (preferably Human) together with Biochemistry or Microbiology to teach to post "A" level and graduate equivalent courses (HNC/D and MIBiol).
Applicants should have a relevant first degree and preferably hospital, industrial or research or teaching experience and a higher degree.
Salary will be in accordance with the latest Burnham Scale for lecturers in establishments of Further Education.
Lecturer I, £3,781 to £4,689.
Plus appropriate 1977 supplement and £180 per annum. London Allowance payable. Generous relocation expenses in approved cases.
Stamped addressed envelope please for further particulars and application forms from the Vice-Principal. Applications to be returned as soon as possible.

TAMESIDE
(Metropolitan Borough)
TAMESIDE COLLEGE OF TECHNOLOGY
FACULTY OF BUSINESS AND GENERAL STUDIES AND SCIENCE
LECTURER II IN BUSINESS STUDIES
This post is for the teaching of Accountancy and related Financial Subjects on a range of Business Studies courses.
Candidates should be professionally qualified (A.C.A., I.C.M.A., A.C.C.A. or A.C.I.S. preferred) with teaching experience and/or training. Good commercial, industrial or public service experience is desirable.
Application form and further particulars from the Principal, Tameside College of Technology, Beaufort Road, Ashton-under-Lyne, OL6 6NX to be returned within 14 days of the appearance of this advertisement. Ref.: 10386/TES.

WIRRAL
(Metropolitan Borough of)
CARLETT PARK COLLEGE OF TECHNOLOGY
Eastham, Wirral
DEPARTMENT OF ENGINEERING
(Readvertisement)
LECTURERS I:
(a) in MECHANICAL/PRODUCTION ENGINEERING.
(b) in INDUSTRIAL MEASUREMENT and CONTROL ENGINEERING.
Application forms and further particulars from the Principal, Carlett Park College of Technology, Eastham, Wirral, Merseyside (051-327 4331) to whom they should be returned by January 20, 1978.

LONDON BOROUGH OF HARINGEY
YOUTH & COMMUNITY SERVICES

PROJECTION, IMAGINATION, AMBITION

Just three of the qualities we're looking for in our new Second Youth Worker at our Muswell Hill Centre. You should also be a qualified Youth Worker with some experience; the sort of person who likes a challenge and real job satisfaction.

The Centre is in a multi-racial area and the main responsibilities of the position will be to make provision for the younger age groups, to take interest in the overall running of the Centre, and to establish (with the Leader-in-Charge) a daytime programme which will reflect the needs of the local community.

Salary in accordance with J.N.C. Grade 3 points 2-6 (£4,422-£4,968 p.a. inc.).

For application form and job description, please ring 01-801 3186, ext. 20, or write to Ref. FE/JW/2, London Borough of Haringey, Further Education Division, 476 High Road, Tottenham, London, N.17. (Closing date, 20th January, 1978.)

DES FUNDED PROJECT REQUIRES

WORKER

to develop services and support those working with young people in non-traditional ways. The project will be managed by the National Association of Youth Clubs and the Detached Youth Work Steering Group.

Starting salary is negotiable between £4,250 and £4,750.

Full time administrative support available.

Details from: Janet Hunt, National Association of Youth Clubs, PO Box 1, Bond Gate, Nuneaton, Warwickshire CV11 4DB. Telephone: Nuneaton (0682) 61921.

Teachers Libya

Benghazi and Tobruk are two large cities on the Mediterranean coast of Libya. And it is in these modern areas that we require Teachers to assist with schooling inside a major national oil company, AGECO.
You will be surrounded by a rich and fertile countryside and will be able to enjoy many leisure activities as well as the beautiful climate.
There is ample accommodation to suit any type of family and as an added bonus, English is understood in most establishments.

Mathematics Teacher
£10,000 to £12,500 (Based in Benghazi)
You will be required to teach Maths from elementary to advanced levels.
Candidates must hold a BSc in Maths and a recognised teaching diploma, and have three to five years practical teaching experience. Job ref. No. T/B1.

Science Teacher
£10,000 to £12,500 (Based in Tobruk)
The successful applicant will teach mainly Physics and Chemistry from elementary to advanced levels. Candidates should have a BSc in Physics or Chemistry along with a recognised teaching diploma, and three to four years practical teaching experience. Job ref. No. T/T1.

These positions carry married status. And on the extremely high salaries offered you will be able to remit some 60% of the net. In addition we offer a five day week, 28 days annual vacation, generous relocation allowances, childrens education assistance, free medical and life insurance schemes and an interest free car loan.

Please write, giving brief details of age and nationality, with a career resumé, quoting job ref number to:
AGECO
The Arabian Gulf Exploration Co (UK) 35-38 Portman Square, London W1H 9FH.

Colleges and Departments of Art

HERTFORDSHIRE
COUNTY COUNCIL
HERTFORDSHIRE COLLEGE OF ART AND DESIGN
[illegible]

LONDON
INNER LONDON EDUCATION AUTHORITY
LONDON COLLEGE OF FURNITURE
41-71 Commercial Road, London, E1 1LA
SENIOR LECTURER IN PRODUCT DESIGN
Required to teach design at all levels in Furniture and associated products. A practical knowledge of designing in one or more of the disciplines associated with the processing of wood, metal and plastics is necessary. An involvement in the College's Research and Development programme will be expected.
Applicants should have teaching and industrial experience together with appropriate qualifications.
Salary: £5,031 to £5,955 plus £402 Inner London Allowance and supplement of £492.
Application form and further details available from the Senior Administrative Officer at the College.

Universities

ABERDEEN
THE UNIVERSITY
DEPARTMENT OF PHYSICAL EDUCATION
Applications are invited for the post of ASSISTANT in the DEPARTMENT OF PHYSICAL EDUCATION, tenable for four years. The applicants should hold a degree or diploma in Physical Education or related areas with practical teaching experience in activities, sports which could include Tennis, Squash, Netball, Skiing, Athletics or Hockey.
Salary would be within the range £3,333 to £5,627 on Grade 1A Scale for Other Related Staff, placing according to age and experience. Superannuation with USS.
Further particulars from The Secretary, The University, Aberdeen, with whom applications (two copies) should be lodged by 20 January, 1978.

CANADA
COLLEGE OF SOCIAL SCIENCE
UNIVERSITY OF GUELPH
Applications are invited for the academic year 1977-1978 for both regular and contractually limited appointments to be made at the rank of lecturer or assistant professor. Preference will be given to people with competence in the following areas:
(1) FAMILY.
(2) RURAL SOCIOLOGY.
(3) CANADIAN NATIVE PEOPLES.
(4) DEVIANCE.
This department offers both the B.A. and M.A. degrees.
Criteria for appointment include evidence of teaching ability, demonstrated research capacity, interest in contributing to the development of the department and appropriate academic qualifications. Offer of appointment is subject to final budgetary approval.
Applications should be sent to: The Chairman, Department of Sociology and Anthropology, College of Social Science, University of Guelph, Guelph, Ontario, Canada N1G 2W1.

KENYA
KENYATTA UNIVERSITY COLLEGE
(A constituent College of the University of Nairobi)
Applications are invited for the following posts:
(1) SENIOR LECTURER/LECTURER IN BUSINESS EDUCATION
Applicants should hold at least a Master's degree in Business Education/Administration, Accounting, or Economics and should have substantial experience in teaching and/or research at University level. The appointee will be expected to teach Economics and one or more of the following courses: Accounting, Business Finance, Business Law, Business Statistics, Marketing, Computer concepts.
(2) SENIOR LECTURER/LECTURER IN PHYSICAL EDUCATION
Applicants should have a good University degree, with specialised qualifications in three relevant fields, and be in possession of professional teaching qualifications. Preference will be given to candidates with several years experience of teaching the subject in post secondary school institutions. The appointee will be expected to teach undergraduate courses in Physical Education and to initiate, plan and supervise Research in the Department.
Salary scales: Senior Lecturer K£2,772-K£3,600 per annum, Lecturer K£1,800-K£3,096 per annum (K£1 equals £1.35 sterling). The British Government is unlikely to provide salary supplementation and associated benefits. Terms of service include subsidised housing, membership of S.S.S.F. or F.S.S.U. and a non-contributory medical scheme and family passages.
Detailed applications (2 copies) including a curriculum vitae (applicants should give 3 names of Academic referees and their addresses and at the same time request them to send their references direct to the Registrar without delay) should be sent by air mail not later than 30th January, 1978, to the Registrar, Kenyatta University College, P.O. Box 43844, Nairobi, Kenya.
Applicants resident in U.K. should send one copy to the Inter-University Council, 90/91 Tottenham Court Road, London W1P 0DT. Further particulars are available from either address.

LEEDS
THE UNIVERSITY
[illegible]

ULSTER
THE NEW UNIVERSITY
EDUCATION CENTRE
LECTURERS IN EDUCATION (EDUCATIONAL TECHNOLOGY, CURRICULUM STUDIES, HISTORY)
Applications are invited for two full-time LECTURESHIPS within the Education Centre, which are available from 1st March, 1978.
EDUCATIONAL TECHNOLOGY (Ref. 77/173)
Candidates should be honours graduates with experience of teaching in schools and with special qualifications or special interest in the field of educational technology.
CURRICULUM STUDIES (HISTORY) (Ref. 77/176)
Candidates should be honours graduates in History with experience of teaching in schools and preferably with an interest in the History of Education.
In the case of both lectureships qualifications in the advanced study of education would be an advantage.
Salary: £3,333-£6,655 per annum (with F.S.S.U./U.S.S.).
Further particulars may be obtained (specifying which lectureship and quoting appropriate reference number) from The Registrar, The New University of Ulster, Coleraine, Northern Ireland BT52 1SA, to whom applications, including a tabulated curriculum vitae and names and addresses of three referees, should be sent not later than 27th January, 1978.

WALES
THE UNIVERSITY
UNIVERSITY COLLEGE OF SWANSEA
LECTURER
Applications are invited for the vacancy of LECTURER in MODERN ECONOMIC HISTORY in the DEPARTMENT OF ECONOMIC HISTORY. The successful candidate will also do some teaching in the Centre of Russian and East European Studies.
The appointment, which will date from March 1, 1978, will be at the lower end of the scale £3,333 to £6,655 per annum, together with U.S.S./U.S.D.P.S. benefits.
Further particulars and application forms (2 copies) may be obtained from the Personnel Officer, University College of Swansea, Singleton Park, Swansea SA2 8PP, to whom they should be returned by Wednesday, January 18, 1978.

YORK
THE UNIVERSITY
DEPARTMENT of LANGUAGE
TEMPORARY LECTURESHIP
Applications are invited for a Temporary Lectureship in French and Linguistics in the Department of Language, for the academic year 1978/79.
Salary on the scale £3,333 to £6,655 (under review). It is expected that the appointment will be made at the lower end of the scale.
Six copies of applications (one only from overseas candidates), naming three referees, should be sent by 17 February, 1978, to the Registrar, University of York, Heslington, York, YO1 5DD, from whom further details may be obtained. Please quote reference number 1/3130.

UNIVERSITY APPOINTMENTS
are also advertised in
THE TIMES HIGHER EDUCATION SUPPLEMENT
The newspaper for higher education provides a noticeboard for all University appointments.
It has a large established academic readership in Universities and Polytechnics and in other areas from which staff are recruited. Recent research shows that it is the paper selected by the academic staff themselves as being a top source of information for job hunting.
For further information or to book advertising space please contact Classified Advertisement Department, The Times Higher Education Supplement, New Printing House Square, London WC1X 8EZ. Telephone 01-837 1234, extension 578.

Fellowships Studentships and Research Awards

BRADFORD
THE UNIVERSITY
FELLOW IN THEATRE
The Fellow will be responsible for stimulating theatrical activities among the students and staff of the University and for fostering co-operation in the field of theatre, with other institutions in the region. The post offers opportunities for personal creative work. Candidates should have professional experience in the theatre. The appointment will be for a minimum of two years, normally renewable for a third year. Salary according to age, qualifications and experience within scale: £3,333 to £5,627 (under review). Superannuable.
Further particulars and application forms (to be returned by 28 February, 1978) obtainable from the Registrar, Post P.A.T.G., University of Bradford, Bradford, West Yorkshire BD7 1DP.

OXFORD
THE UNIVERSITY
[illegible]

Colleges of Higher Education

ESSEX
CHELMER INSTITUTE OF HIGHER EDUCATION
Victoria Road South, Chelmsford CM1 1LL
(Tel.: Chelmsford 84911)
FACULTY OF EDUCATION, ARTS AND HUMANITIES
LECTURER II-SENIOR LECTURER in EDUCATION required immediately in FE teacher training Section (Chelmsford base) of the In-Service Education Department which is involved in in-service teacher training for full and part-time teachers in further/adult education. Applicants should have teaching experience in further education, teacher training and expertise in one or more of the following:—recurrent education, curriculum development/design, community studies and nursing education. Initial appointment on Lecturer II Scale depending on qualifications and experience.
Salary scale: Lecturer II £3,744 to £5,985 per annum; Senior Lecturer £5,523 to £6,690 (bar at £6,147).
Application forms, to be returned by 3 February, 1978, and further details from the Secretary.

ESSEX
CHELMER INSTITUTE OF HIGHER EDUCATION
Victoria Road South, Chelmsford CM1 1LL
(Tel.: Chelmsford 84911)
FACULTY OF BUSINESS ADMINISTRATION
DEPARTMENT OF CATERING AND HOME ECONOMICS
(Re-advertisement)
LECTURER I in FOOD PREPARATION required to teach Catering on O.N.D. Housekeeping and Catering Certificate Course and 706 Day Release courses. Industrial experience and teaching experience desirable.
Salary scale: £2,913 to £4,869 per annum.
Application form and further details from the Secretary, to be returned within 10 days of appearance of advertisement.

SLOUGH
SLOUGH COLLEGE OF HIGHER EDUCATION
SCHOOL OF GENERAL STUDIES
LECTURER I in TRADES UNION and LABOUR STUDIES —GS 1.3.
Applications are invited for the above mentioned post which will become vacant on 1st April, 1978.
Send s.a.e. for further details and application forms, which should be returned within 14 days of the date of this advertisement, from the Vice-Principal, Slough College of Higher Education, Wellington Street, Slough SL1 1YG.

SUFFOLK
SUFFOLK COLLEGE OF HIGHER AND FURTHER EDUCATION
Required as soon as possible: Post No. 2.20 PRINCIPAL LECTURER in ART and DESIGN.
Salary scale £5,940 to £6,612 plus supplements.
Further details and an application form are obtainable from the Principal, Suffolk College, Rope Walk, Ipswich IP4 1LT, to whom completed forms should be returned by 20th January, 1978. Please enclose a large stamped addressed envelope and quote post number.

Adult Education

BIRMINGHAM
THE BIRMINGHAM EXPERIMENT in COMMUNITY EDUCATION
Appointment of ASSISTANT CO-ORDINATOR
See entry under NURSERY/PRIMARY EDUCATION

HERTFORDSHIRE
SOCIAL SERVICES
Have you thought about changing your career?
If so, we may have an opening for you in residential work with mentally ill adults.
The Causeway, King Harry Lane, St. Albans, is a home for 26 mentally ill adults and has a vacancy for a SOCIAL WORKER (non-resident) at a salary of £2,145 to £2,983 inclusive of supplements, plus £120 per annum fringe area allowance.
For further information and application form, please write to the Director of Social Services, County Hall, Hertford, quoting reference B.86.
Closing date: January 23, 1978.

LONDON
INNER LONDON EDUCATION AUTHORITY
CLAPTON ADULT EDUCATION INSTITUTE
BROOKE HOUSE SCHOOL
Kenninghall Road, E.5
Require a LECTURER Grade II to act as an ORGANISER for Adult Literacy work in Hackney. This is a new post in conjunction with the Hackney Library Service who will provide office accommodation and support services. The worker will be a member of the staff of the Institute and be responsible to the Principal but will be expected to operate throughout the whole area of the Borough working in close co-operation with the Hackney Library Service, the other Adult Education Institutes and literacy schemes. A qualification and experience in teaching adults with literacy problems are essential.

LONDON
[illegible]
HIGHBURY MANOR ADULT EDUCATION INSTITUTE
[illegible]
Two LECTURERS Grade II required:
(1) To be responsible for COMMUNITY STUDIES. The person appointed, who will be a member of the Adult Education team at Highbury Manor, will work in close co-operation with local statutory and voluntary community organisations and will be responsible for the expansion of the existing and development of new provision for the handicapped, the elderly and the disadvantaged. Applicants should have good qualifications and previous experience of teaching and community work. An interest in staff training schemes would be an advantage.
(2) To act as LANGUAGE ORGANIZER for non-English speaking immigrants in Hackney. This is a new post. The worker will be a member of the staff of the Institute and be responsible to the Principal but will be expected to operate throughout the whole area of the Borough, working in close co-operation with the Hackney Community Relations Council, and other Adult Education Institutes and Language schemes. A qualification and experience in teaching English as a Second Language are essential.
Salary scale in accordance with the Burnham (FE) Report on an incremental scale within the range: £3,279-£5,493 plus £402 London Allowance and £465-£492 supplement. Assistance may be given towards household removal expenses.
Details and application forms returnable by 20 January 1978 from the Senior Administrative Officer at the Institute. (Stamped addressed foolscap envelope.) Please indicate in which post you are interested.

LOTHIAN
REGIONAL COUNCIL
DEPARTMENT OF EDUCATION
ASSISTANT PRINCIPAL TEACHERS
WESTER HAILES EDUCATION CENTRE
This centre will open in August, 1978, to provide educational and leisure facilities for adults and young people from the Wester Hailes district and surrounding suburbs of West Edinburgh.
Within the centre is secondary school provision for 1,400 pupils, a leisure swimming pool, games hall, squash courts, resource areas, community hall and lounges. A full range of courses and activities will be available for all levels of ability, including some courses attended jointly by adults and school pupils, during the day and in the evening.
Applications are now invited for posts at the level of Assistant Principal Teacher in the following departments.
GUIDANCE (4).
ART (1).
ENGLISH (2).
HOME ECONOMICS (1).
MATHEMATICS (2).
MODERN LANGUAGES (1).
OUTDOOR EDUCATION (1).
PHYSICAL EDUCATION (1).
SCIENCE (2).
TECHNICAL EDUCATION (1).
RESOURCE MANAGEMENT. (1).
Candidates must be registered or eligible for registration with the General Teaching Council for Scotland. Salary in accordance with the current Scottish Teachers Salaries Memorandum.
The responsibility element for these posts is £756 which is under review, allowing further consultation with the Professional Associations.
Application forms and further details from Mr G. E. Ferguson, Divisional Education Officer, Edinburgh Division, 40 Torphichen Street, Edinburgh EH3 8JJ. Quoting Reference E/6T.
The closing date for applications is Friday, 20 January, 1978.

NORTHAMPTONSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
H.M. YOUNG PRISONERS CENTRE
Onley
LECTURER I
Applications are invited from suitably qualified teachers, with experience of or interest in remedial teaching, vocational training or work with deprived young people, to teach Mathematics and remedial groups.
Further details and application forms are available from the County Education Officer, Northampton House, Northampton NN1 2HX. Closing date two weeks from the appearance of this advertisement.

NORTHAMPTONSHIRE
COUNTY COUNCIL
KINGSTHORPE UPPER SCHOOL
Northampton
FURTHER EDUCATION TUTOR
F.E. Burnham Lecturer I
Applications are invited from qualified TEACHERS with significant experience in adult education for the above post. The appointment will be made on the basis of tutor devoting 60 per cent of his/her time to the adult centre in the school and 40 per cent to day school duties and applicants should state their teaching subjects.
Further details and application forms are available from the Head Teacher, at Kingsthorpe Upper School, Boughton Green Road, Northampton, and should be returned within 14 days of the appearance of this advertisement.

OXFORDSHIRE
COUNTY COUNCIL
Appointment of COMMUNITY EDUCATION TUTOR
ICKNIELD CENTRE
Icknield School, Wallington
Applications are invited for the post of COMMUNITY EDUCATION TUTOR at the Icknield Centre. He/she will be a member of a professional team consisting of the Headteacher, the Community Education Tutor, and the Youth Tutor working with the local Community Education Committee linking the school, adult, and youth work in Watlington and the surrounding area.
Salary Scale: Burnham F.E. Lecturer I (£2,913 to £4,869).
Application forms and further details obtainable from the Chief Education Officer, Macclesfield House, New Road, Oxford, OX1 1NA, to whom they should be returned by 13th January 1978.

PORTSMOUTH
HIGHBURY TECHNICAL COLLEGE
[illegible]

Community Homes and Associated Institutions

HERTFORDSHIRE
SOCIAL SERVICES
DANESBURY C.H.E.
Warren Park Road, Hertford
RESIDENTIAL SOCIAL WORKER: Salary Scale N.J.C. Grade 3, £2,899 to £3,323 or N.J.C. Grade 2, £2,719 to £3,135 inclusive of supplements.
Danesbury is a Community Home with Education on the premises catering for 57 boys and girls from 11 to 16 years, most of whom are on Care Orders and have been through the Juvenile Courts. They have a wide range of needs. The Home has four separate house units for 15 young people, three for boys and one for girls.
To complete the staff team we are looking for a male person who will be required to assist in the running of one of the boys' units and will help with leisure-time activities, general case work and attending to their material needs.
Single residential accommodation is available for which a charge of £335 per annum will be made but the person appointed could live out locally if preferred. If non-resident £120 per annum fringe area allowance is also payable.
£150 per annum is also payable for an appropriate qualification.
Further details and application forms may be obtained from the Principal, Mr. G. M. Gentry, from the above address or telephone Hertford 53614. Previous applicants wishing to be reconsidered, should notify Mr. Gentry. Please quote reference B.88. Closing date, 23rd January, 1978.

Assessment Centres

HAMPSHIRE
SOCIAL SERVICES DEPARTMENT
GLEN HOUSE OBSERVATION AND ASSESSMENT CENTRE
Sarisbury Green near Southampton
Require:—
(a) Two TEACHERS (Scale 3 plus £561 per annum) for GENERAL SUBJECTS but with specialisms in (i) Physical Education and Games; (ii) Craft.

Youth and Community Service

CALDERDALE
(Metropolitan Borough of)
EDUCATION DEPARTMENT
YOUTH AND COMMUNITY WORKER
FURNESS GARDENS PROJECT
An energetic and enthusiastic YOUTH and COMMUNITY WORKER is needed to stimulate and initiate work with all age groups at this new neighbourhood centre. The centre intends to meet the needs of a clearly identified neighbourhood which is considered an educational priority area. The new centre is an Urban Aid Project located at the heart of a housing estate where close links need to be initiated with the community.
Salary J.N.C. Range 3 (points 4-8).
Application forms and further details are obtainable on receipt of a stamped addressed foolscap envelope, from the Chief Education Officer, Alexandra Buildings, King Edward Street, Halifax HX1 1EB, to whom completed forms should be returned by 20th January, 1978. (Re-advertisement.) Previous applicants will be considered and need not re-apply.

HARINGEY
(London Borough of)
RECREATIONAL SERVICES
SPORTS CENTRE MANAGER
£5,034 to £5,300
Applicants (male or female) should have some qualifications in recreation management and/or physical education and must have appropriate experience in management.
Full details and application forms from the Entertainments and Recreation Manager, The Lodge, Church Lane, London, N17 8BX (01-808 7604). Returnable by: January 16, 1978.

HERTFORDSHIRE
NORTH HERTS AND STEVENAGE YOUTH AND COMMUNITY SERVICES
(1) YOUTH and COMMUNITY WORKER—ROYSTON AREA
Salary (qualified) J.N.C. Scale II £3,186 to £4,020 per annum.
A second Youth and Community Worker is required to work in a small team based at the Meridian Youth Wing Centre, with responsibility for several village youth clubs and a measure of community work with young people and adults in Royston.
(2) YOUTH and COMMUNITY WORKER—STEVENAGE
Salary (qualified) J.N.C. Scale 2A £3,903 to £4,389 per annum.
An experienced Youth and Community Worker is required with the ability to make a significant contribution to the development of Bowes Lyon House, a large purpose built youth and community centre in the new town of Stevenage staffed by a team of professional and part-time Youth and Community Workers.
Further details and application forms (to be returned by 26th January, 1978) are available from the Head of Department of Youth and Community Work, Stevenage College, Monkswood Way, Stevenage, Herts., SG1 1LA.

The Centre for British Teachers Limited

At the request of the Riyadh Schools, the Centre for British Teachers invites applications from single male qualified teachers to teach English in a boys' secondary school in Riyadh, Saudi Arabia.

Applicants should be free to start teaching in February 1978 and will be employed initially on a six month contract. Salary, payable in Saudi Arabian Riyals, is £540 per month. Free furnished accommodation will be provided.

Applications, with full curriculum vitae and name and addresses of two referees, to:
The Centre for British Teachers Limited
Saudi Arabia Recruitment
Quality House
Quality Court
Chancery Lane
London WC2A 1HP
Tel. 01-242 2982

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THE TIMES Higher Education Supplement

LEISURE SERVICES—YOUTH AND COMMUNITY SERVICE

Youth and Community Officer

(Training) £5,209-£5,770 inclusive

We require a suitably qualified and experienced man or woman to be a member of the Headquarters Team, which consists of an Assistant Director, 3 Senior Youth and Community Officers (Fieldwork, Development and Training). The successful applicant will assist the Senior Youth and Community Officer (Training) in all aspects of the training function and should have proven experience in this field. He or she will also be responsible for the operation of the Duke of Edinburgh Award Scheme, be experienced in and have the ability to develop a comprehensive programme of outdoor activities.

Generous assistance will be given with the expenses incurred in moving house in accordance with the Authority's scheme.

Nottinghamshire has a developing Youth and Community Service in its County Leisure Services Department. If you feel you are the person for this new, demanding post and would like to discuss further details, please contact Gerald Tomany, Assistant Director of Leisure Services or Bob Hatton, Senior Youth and Community Officer (Training) on Nottingham 866555. This advertisement appeared in May, 1977, and the appointment was delayed. Previous applicants wishing to be considered should advise in writing.

Application forms and further details are available from the Director of Leisure Services (Staffing), Trent Bridge House, Fox Road, West Bridgford, Nottingham. Closing date 20 January, 1978. Please quote ref. 45.

Nottinghamshire County Council
County Hall West Bridgford
Nottingham NG2 7QP

YOUTH AND COMMUNITY SERVICE continued

HERTFORDSHIRE
EAST HERTS COLLEGE
YOUTH AND COMMUNITY WORKER
CHESHUNT BOYS' and YOUTH CLUB
J.N.C. 3B (£4,020 to £4,509 including supplements) plus £150 London fringe allowance.

Qualified and experienced youth and community worker needed for mixed club meeting in spacious, purpose-built, town centre accommodation.

Post requires administrative skill and imaginative approach to use of premises—including multi-purpose hall, stage, craft room and social areas.

Possibility of rented housing accommodation and assistance with removal/relocation expenses.

Further details and application forms (to be returned by January 27) from the Principal, East Herts College, Turnford, Broxbourne, Herts EN10 6AF. Informal inquiries can be made to the Youth and Community Department at the college (telephone: Hoddesdon 66451).

ISLE OF WIGHT
COUNTY COUNCIL
EDUCATION DEPARTMENT
YOUTH AND COMMUNITY SERVICE
Full-time ASSISTANT YOUTH LEADER
RYDE YOUTH AND COMMUNITY CENTRE
Required as soon as possible to work under the direction of the Area Youth and Community Officer. Salary will be according to qualifications and experience within the JNC Twelfth Report 1977, Scale 3.

Application forms and further particulars (s.a.e.) from the County Education Officer, County Hall, Newport, Isle of Wight, PO30 1UD, to whom they should be returned by 20 January, 1978.

NEWCASTLE
NEWCASTLE CITY CENTRE YOUTH PROJECT

We are a voluntary detached youth project operating in Newcastle upon Tyne.

A second detached YOUTH WORKER to be employed by the local Education Authority and seconded full-time to the project is required as soon as possible.

Salary Scale: J.N.C. 2/3 (£2,712-£3,888) plus supplements of £312 and £133-£189.

Application forms and further information from the Secretary, City Centre Youth Project, 6 Parkside Avenue, Newcastle upon Tyne NE7 7NP.

Closing date for applications, 20th January, 1978.

NEWCASTLE upon TYNE
Y.W.C.A. NORTH KENTON
Appointment of FULL-TIME WORKER
Applications are invited from qualified YOUTH and COMMUNITY WORKERS or TEACHERS with experience of Youth and Community Work for appointment as FULL-TIME WORKER at the Y.W.C.A., North Kenton, Newcastle upon Tyne.

Salary scale: J.N.C. Youth Leaders and Community Centre Wardens Scale 2 (£2,712 to £3,837) or Range 3 points 1-8 (£3,426 to £3,888) plus supplements of £312 and £172 to £189, dependent upon experience.

Further particulars and forms of application may be obtained from the Regional Secretary, Y.W.C.A., Jesmond House (Wings 3-5), Clayton Road, Newcastle upon Tyne, 2.

OXFORDSHIRE
COUNTY COUNCIL
COMMUNITY EDUCATION WORKER (YOUTH)
HENLEY YOUTH CENTRE
JNC Grade 3: £4,266 to £4,749 including supplements
Applications are invited for the above post which is based at the Henley Youth Centre. The post also involves liaison with the South Oxfordshire Technical College. Applicants should show an ability to develop the work of volunteers with a flexibility in approach in working with young people.

Application forms and further details are available from the Chief Education Officer, Macclesfield House, New Road, Oxford, on receipt of a large stamped addressed envelope.

Closing date: January 23, 1978.

ROTHERHAM
(Metropolitan Borough of)
DEPARTMENT OF EDUCATION
ASTON COMPREHENSIVE
11-18 Mixed. Approx. 1,500 on roll. 150 in 6th Form.
Required as soon as possible:
YOUTH TUTOR
Applications are invited from suitably qualified and experienced teachers and youth workers. The person appointed will be responsible for the development of a thriving youth centre which is based in the school, and in assisting with the social education of young people in the school. The post is a challenging one, and offers the successful candidate the opportunity to make a significant contribution to the expansion of the Youth and Community Service in the area.

Salary Burnham Scale 3, £3,557-£4,017 or Scale 4, £4,050-£5,520 plus salary supplements.

Closing date: 23rd January, 1978.

Application forms and further particulars available from the Principal Recruitment Officer, Education Offices, Municipal Offices, Howard Street, Rotherham. Tel. 2121, ext. 3367.

B. W. Ellis, Director of Personnel Resources.

SANDWELL
(Metropolitan Borough of)
EDUCATION DEPARTMENT
YOUTH AND COMMUNITY SERVICES

DETACHED YOUTH WORKER
Grade J.N.C.3, £3,426 to £3,888 plus supplement £312 if over 18 plus 5 per cent

Sandwell has developed a Detached Youth Work Team approach as a part of the total Youth Service Provision—seeking to provide the opportunity to work "outside club walls" with informal groups as the need and opportunities arise.

A vacancy has arisen for a full-time detached worker to be in charge of the team.

Further details and application forms may be obtained from the Director of Education, P.O. Box 41, Highfields, High Street, West Bromwich, B70 8RG.

Closing date 27th January, 1978.

WARDEN
SOUTHWELL CENTRE
The centre comprises a 20 metre swimming pool, two squash courts, sauna, bar, club rooms and various community activities.

Salary: A.P. 3, £3,022 to £3,282 plus supplement of £173 to £191.

Further particulars from D. W. H. Gasroine, Clerk to the Trustees, Minster Chambers, Church Street, Southwell, Notts.

WARWICKSHIRE
CENTRAL AREA YOUTH SERVICE
FULL-TIME YOUTH TUTOR

Applications are invited from suitably qualified TEACHERS/YOUTH TUTORS for this post. The Tutor will be responsible for support and development work in Southam and surrounding villages as well as fulfilling a teaching commitment at Southam School. The Tutor will have an office at Southam Youth Centre and will be responsible for its day-to-day management.

Appointment on J.N.C. conditions, Scale 2 (£3,153 to £4,020 including supplements), to take effect as soon as possible.

Application form and further details available from Central Area Education Officer (reference CAO/DG), Northgate, Warwick CV34 4JL. Closing date, 20th January, 1978 (S.A.E. please).

Overseas Appointments

FRANCE
CENTRE DE FORMATION PROFESSIONNELLE PERMANENTE
Le Havre Chamber of Commerce France
Telephone: Le Havre 48.61.25
Applications are invited for the post of ENGLISH LANGUAGE ASSISTANT for the school year February 2nd, 1978, to July 31st, 1978, to reach us by 19th January. Send telephone number.

T.E.F.L. training and/or experience in adult training centres with audio-visual or other direct methods required. A fair command of French.

Teaching time table of 34 hours per week with classes of adults. In addition to which the successful applicant will be asked to collaborate with the team of teachers on methods used at the centre.

Gross salary for the 6 months 18,000 francs (VAT equals approx. 9,750 francs).

Six months contract beginning February 1st, 1978.

Applications, recent photograph, full curriculum vitae and names of two referees to be sent to: Monsieur Jean-Claude Lasnier, Responsable de la Section "Langues", Institut Consulaire de Perfectionnement, Avenue du President Wilson, 76600 Montivilliers.

Short-listed candidates will be contacted, probably by telephone, for interview in January, any time at Montivilliers (near Le Havre) or on January 25 in London.

TEACHERS OF ENGLISH

to adults are regularly recruited in the U.K. for inlingua Schools of languages abroad requiring additional staff at short notice. Applicants willing to be considered for such emergency posts and able to leave this country within days of interview are always in short supply. No previous T.E.F.L. experience is required but qualified teachers are preferred. Graduates are also eligible. Training courses are held monthly in London.

For further details please write, (a) very briefly, (b) stating whether qualified teacher or not, and (c) also stating when available for a position, (d) enclosing a 1st or 2nd class stamp (International Reply Coupon or foreign stamp if abroad) but NOT a stamped addressed envelope please, to: inlingua Teacher Service, Dept. TES 18, P.O. Box 32, Canterbury CT1 1HZ.

KUWAIT
KUWAIT EDUCATIONAL CENTRE require qualified and experienced TEACHERS of E.F.L. who must be native English speakers.

Qualifications: relevant degree with a P.G.C.E. or a T.E.F.L. Certificate and two years' accredited experience.

Salary: £300 per mensem tax free, free furnished accommodation, travel allowance and return air fares. Terminal payment after one-year contract (renewable). £1,500 approximately. A supervisory post may be available after satisfactory probationary period.

Apply to the Principal, Kuwait Educational Centre, P.O. Box 3132, Safat, Kuwait.

FRANCE
A full-time SCIENCE TEACHER required immediately for Marymount International School, 72 Blvd. de la Saussaye, 92 Neuilly, France, to teach General Science to boys and girls, aged four to 15 years. Independent day school. American curriculum. Salary slightly above Burnham Scale.

Applicants are invited to send curriculum vitae immediately to Sister Diane O'Brien, c/o Marymount International School, George Road, Kingston upon Thames, Surrey KT2 7PE (telephone: 01-949 0571), where interviews will be held.

T.E.F.L.

£8,000 per annum tax free plus free accommodation and generous gratuity. Please hear all about this three-year bachelor status contract overseas on:

01-499 0441

Don't Speak—Just Listen

MALAWI
Key posts in "O" level church secondary boarding [illegible] for experienced qualified GRADUATES of ENGLISH. Salary supplemented by British Government. Teachers wishing to [illegible] principles in life [illegible] send brief curriculum vitae [illegible] for further details to [illegible] tian Abroad, 16 Tufton Street, London, S.W.1.

AFRICA
TEACHERS (all subjects) needed in Catholic missions throughout Africa. We need practising Christians who express their commitment in dedicated service for this worthwhile work. [illegible] terms.

Please send postage for [illegible] VMM, 1 Victoria Rd., London [illegible] 4SA.

GERMANY
Language school group in Germany has vacancies at very short notice for ENGLISH TEACHERS. Vacancies available January. [illegible] there is a "Schulleiter" [illegible] Degree and German both [illegible]

Telephone Germany (06021) [illegible] or direct to Euro-Sprachen organisation, Herstallstr. 35, D-Aschaffenburg, West Germany.

PARIS
THE BERLITZ SCHOOL
Require ENGLISH TEACHERS posts commencing February, minimum age 25, British Nationals [illegible]

Training given.

Telephone Mrs. Bernard, [illegible] 1951.

SPAIN
TEACHERS wanted immediately (a) INFANT, JUNIOR with [illegible] and (b) T.E.F.L. posts [illegible] Spanish and experience. [illegible] from 01-851 4168.

Administration

Local Education Authority

CALDERDALE
(Metropolitan Borough of)
EDUCATION DEPARTMENT
CAREERS SERVICE
Specialist CAREERS OFFICER [illegible] the Unemployed
Salary AP5 £3,828 to £4,095 plus supplements
Applications are invited for the post of Temporary Careers Officer to specialize in the employment problems of young people.

Applicants will be required to liaise with Industry, Training Services Agency and other Government Departments to investigate [illegible] identify opportunities for unemployed young people in other employment or further training, [illegible] to assume counselling, pastoral responsibilities for those participating in the Youth Opportunities Programme.

Preference will be given to those with previous experience in the Careers Service. Applicants should hold the Diploma in Careers Guidance but those holding a degree or comparable qualification would be considered. Experience in industry or commerce is also highly desirable. Essential User Car Allowance will be available.

Application forms and further particulars may be obtained from the Chief Education Officer, Education Department, Alexandra Buildings, King Edward Street, Halifax HX1 1EB.

Application forms should be returned within 14 days of the appearance of this advertisement.

CHESHIRE
AREA HEALTH AUTHORITY
HEALTH EDUCATION OFFICER
Salary: Scale 4
£3,834 to £4,314
(plus supplement)

Applications are invited for the above position based at the Area Headquarters in Chester. Qualifications should preferably include a Diploma in Health Education, but we are particularly looking for experience in the field of health and/or education.

Further information and application forms are available from the Area Personnel Officer, Dennar House, Pepper Row, Chester. Closing date for receipt of applications 24th January 1978.

OVERSEAS TEACHING POSTS

INSPECTORS OF ENGLISH—PRIMARY
(CAMEROON)

Educational Delegations for the East and North Provinces—Bertoua and Garoua

Two members of a team concerned with the introduction of English in Francophone Primary Schools. To inspect classes, advise teachers and organise in-service courses.

Degree (preferably in English or Modern Languages), one-year University diploma in TEFL, relevant experience, preferably including teacher training, fluent French. Men only.

Salary: £4,589-£5,618 pa. + 10% inducement.

Benefits: Personal and children's allowances; free accommodation. Two-year contract. 76 HE 5-6

ELT ADVISER
(CAMEROON)

South West Provincial Delegation for Education, Buea

To advise on English language teaching at Primary, Secondary and Teacher Training levels.

Degree, teaching qualification and MA in Applied Linguistics (or one-year university diploma in TEFL/TESL); at least four years' relevant experience, preferably overseas and in teacher training; good French.

Salary: £4,589-£5,618 pa + 10% inducement.

Benefits: Personal and children's allowances; free furnished accommodation. Two-year contract. 77 HE 9

HEAD OF SCIENCE
(GHANA)

St John Bosco's Training College, Navrongo

To lecture in General Science to 'A' level and supervise three tutors in the Science Department.

Science degree and at least three years' Secondary or Further Education teaching experience at 'A' level essential. Teaching qualification and/or teacher training experience desirable.

Salary: £4,589-£5,618 pa.

Benefits: Free accommodation; overseas and children's allowances and other benefits. Four-year contract. Shorter period may be possible. 78 RT 1

TEACHING ADVISER
(BRAZIL)

Sociedade Brasileira de Cultura Inglesa, Rio de Janeiro

Teacher-training, administration of language laboratories, materials production, assisting with organisation of Cambridge EFL examinations.

Degree and/or Teaching Certificate. TEFL qualifications desirable. Some experience of teaching and organising language laboratories.

Salary: Cr$15,092.00 per month (£539 approximately).

Benefits: Annual bonus £750; outfit grant; medical scheme; two-year contract, renewable. 78 PO 1

Return fares are paid. Local contracts are guaranteed by the British Council. Please write briefly stating qualifications and length of appropriate experience, quoting relevant reference number and title of post, for further details and application form to The British Council (Appointments), 65 Davies Street, London W1Y 2AA.

THE BRITISH COUNCIL

THE BRITISH COUNCIL

Educational Technology Overseas

As part of its responsibility for Britain's educational and cultural relations the British Council has staff overseas and runs training courses both in London and overseas to help satisfy the needs of developing countries for manpower trained in the application of educational technology. The Council wishes to enlarge its cadre of staff responsible for this work, which falls into three main areas:

REPROGRAPHICS, GRAPHIC DESIGN AND LAYOUT, PHOTOGRAPHY, TELEVISION AND FILM, RADIO AND AUDIO RECORDING

We should like to hear from you if you have skills and experience in one or more of these areas of work, preferably gained in an educational setting. Creative talent is required and, since the work will be in an instructional and tutorial capacity, an aptitude is necessary for understanding the learning problems of students, especially mixed language groups.

Up to four appointments will be made, on career or contract terms, which will at first be in London but with the likelihood of overseas visits for help with special courses. After one or two years, a posting (which may be on promotion) to one of the Council's overseas offices is likely and, for a career appointment, the subsequent pattern of postings will include assignments both in London and overseas.

The starting salary is about £4,900, or up to £5,700 for a particularly well-qualified candidate, and terms and conditions of service are in line with those of comparable organisations in the public sector: free accommodation and overseas allowances, including children's education allowances, are provided while overseas.

It is possible in addition that some more junior posts will be vacant with a starting salary, for a candidate aged at least 25, of about £3,500.

For further details and an application form, to be returned by 6 February, write or telephone quoting (01) to: Staff Recruitment Department, The British Council, 65 Davies Street, London, W1. Tel 01-499 8011, ext. 3041.

ADMINISTRATION
Local Education Authority continued

CHESHIRE
CAREERS OFFICER (AP2/4)
CREWE AND NANTWICH DISTRICT CAREERS CENTRE
Required to work as a member of the Team undertaking the full range of vocational guidance duties. Applicants must be trained and qualified Careers Officers.

Salary within the range £2,529 to £3,702 (plus supplement of between £454 and £812) p.a. Minimum salary of £3,096 plus £402 supplement for Officers who have successfully completed the Y.E.S.T.B. Course.

Application forms and further particulars are obtainable from the Director of Education, Cheshire County Council, County Hall, Chester CH1 1SQ. Closing date: 20th January.

CYMRU
WELSH JOINT EDUCATION COMMITTEE
Cyd-Bwyllgor Addysg Cymru
Applications are invited for appointment not later than May 1st 1978, to the following permanent, superannuable posts. Salaries and conditions of service in accordance with the N.J.C. scheme for local authority staffs. Starting salaries may be awarded within the scales.

WELSH DEPARTMENT
ADMINISTRATIVE ASSISTANT
First or second class honours degree, or higher degree, in Welsh, with suitable teaching experience. Salary PO2 £6,409-£7,084 including supplements.

FURTHER EDUCATION DEPARTMENT
ADMINISTRATIVE ASSISTANT
First or second class honours degree, or higher degree, with suitable teaching or administrative experience. Salary PO2 £6,409-£7,084 including supplements.

G.C.E./C.S.E. EXAMINATIONS DEPARTMENT
SUBJECTS OFFICER
First or second class honours degree, or higher degree, in physics or mathematics, with suitable teaching experience. Salary SO2 £5,[illegible]-£5,812 including supplements.

Further particulars and application forms, which must be returned by January 20th, may be obtained from the undersigned.

D. Andrew Davies, Secretary, Welsh Joint Education Committee, 245 Western Avenue, Cardiff CF5 2YX.

London Borough of Newham

Trainee Careers Officer

Education Department

Salary grade within the range £2,611-£3,580 p.a. inclusive

Applications are invited from those holding a degree or, preferably, applicants who have already been accepted for a recognised course leading to the Local Government Training Board's Diploma in Careers Guidance, for the post of Trainee Careers Officer. Candidates should preferably have had at least one or two years' employment experience. Other candidates over twenty seven years of age with suitable industrial or commercial experience may be considered. Trainees usually undertake a one-year full-time course of training.

Application forms and further details may be obtained from the Chief Executive, Town Hall, East Ham, E6 2RP, and should be returned as soon as possible.

LONDON BOROUGH OF NEWHAM

Cumbria

Careers Officers

£2,922 to £3,282 plus supplements to a maximum of £520

Whitehaven and Barrow

Cumbria County Council invites applications from men and women for the above posts who possess either a Degree, Diploma in Careers Guidance, or equivalent qualification, and preferably have completed a course of professional training for the Careers Service.

Commencing salary will be according to age, experience and qualifications.

Medical clearance. Superannuation scheme.

Further details and application form, returnable by January 20, from Director of Education, 5 Portland Square, Carlisle CA1 1PU.

STRATHCLYDE REGIONAL COUNCIL

LANARK SUB-REGION
DEPARTMENT OF LEISURE & RECREATION

CONSERVATION OFFICER

Ref. No. L/1254
Located at Strathclyde Park, Motherwell.
Grade APV £4515-£4998 + supplement of £520 p.a.

The successful applicant must have a Degree or equivalent qualification and biological or associated subject. Duties will include the day-to-day management of ranger and security services and Job Creation schemes where applicable, the promotion of countryside education through talks and demonstrations given by Rangers and distribution of brochures, preparation of estimates for section and related budgetary control, pollution monitoring and control. Responsibility will be to the Park Manager.

It will be necessary to work at weekends and public holidays. A clean driving licence is required and the post is subject to passing the Regional Council driving test. Further particulars available on request.

Previous applicants need not apply as they are being considered.

Application forms may be obtained from the Assistant Director of Manpower Services, Regional Offices, Hamilton, to whom completed forms quoting the appropriate Ref. No. should be returned by 20th January, 1978.

EALING
(London Borough of)
EDUCATION SERVICE
PRINCIPAL ADMINISTRATIVE OFFICER
£5,700 to £6,318 per annum inclusive, plus 5 per cent supplement (£[illegible])
A vacancy arises through promotion for the post of Principal Administrative Officer within the Schools Management Section of the Schools Services Division. Responsibilities of this post include supervision of work arising from meetings of School Managers and Governors and preparation of information from a variety of sources for planning purposes.

Candidates must hold a degree or equivalent qualification and should have previous administrative experience with a local education authority.

The Authority offers 100 per cent removal expenses, legal and estate agents fees up to £500 and lodging allowances.

Further details and application forms may be obtained from R. J. Hartles, B.Sc.(Eng.), C.Eng., Chief Education Officer, Hadley House, 79-81 Uxbridge Road, London W5 5SU. Applications to be received within 14 days of the appearance of this advertisement.

HERTFORDSHIRE
COUNTY COUNCIL
CAREERS SERVICE
SENIOR CAREERS OFFICER
ST ALBANS DIVISION
Salary £3,828 to £4,095 plus £312 Supplement, Phase 2 and £120 Outer Fringe Weighting. Car User Allowance available.

Applications are invited from qualified and experienced officers for this post, to assist the Divisional Careers Officer in the administration of the Careers Service in the Division, and to undertake a reduced case load of advisory work with young people taking G.C.E. "A" level courses.

Details and application forms can be obtained from the County Careers Officer, County Hall, Hertford, to be returned by January 21st, 1978.

KNOWSLEY
(Metropolitan Borough of)
EDUCATION DEPARTMENT
AREA CAREERS OFFICER, SO1, £4,239 to £4,645 plus £312 and Phase II Supplement.

Applicants must be appropriately qualified and/or experienced Careers Officers. Based at Huyton, you will be responsible for the work of the service in the Huyton/Halewood area and be responsible for all industrial liaison and work of the service with all clients no longer in full-time education.

A casual user car allowance is payable. Thirty-five hour week.

Application forms from the Personnel Officer, Municipal Buildings, Kirkby, Liverpool L32 1TX (051 548 6555). Closing date: January 19, 1978.

LANCASHIRE
COUNTY COUNCIL
CAREERS SERVICE
TEMPORARY CAREERS OFFICERS
DISTRICTS OF BLACKPOOL AND PRESTON

AP3/4 (£2,922 to £3,702)
Plus Annual Salary Supplements

Applicants for these posts should be qualified Careers Officers. Further details, including the terms of the temporary appointments, together with application forms may be obtained from the Chief Education Officer, P.O. Box 61, County Hall, Preston, to whom they should be returned by January 20, 1978, quoting reference A498/10/JAQ.

LIVERPOOL
CAREERS OFFICER
£2,922-£3,702 (plus £312 plus 5 per cent supplement)

Applicants must hold a Diploma in Vocational Guidance and must have received full-time training and/or experience in the Careers Service.

Application forms and further details obtainable from (SAE) and returnable by 16th January, to the Director of Education, Personnel Section, 14 Sir Thomas Street, Liverpool, L1 6BJ.

LONDON
INNER LONDON EDUCATION AUTHORITY
CAREERS SERVICE
TRAINEE CAREERS OFFICERS

TRAINEE CAREERS OFFICERS:
(whilst in training)
£3,453.40 to £3,670.80
(according to age, experience and qualifications)
CAREERS OFFICERS:
(on successful completion of course)
£3,670.80 to £3,878.70
and subsequently to a salary scale of
£4,442.80 to £6,068.80
(subject to two personal assessment points)
(all salaries include London Weighting and Phase 1 and 2 Supplements)

Applications are invited from men and women with not less than 2 years' experience in industry, administration, teaching, social work or commerce, to apply for training as Careers Officers.

Candidates should not be less than 25 years of age and should be graduates or hold appropriate qualifications. Successful candidates will be required to take up their duties on May 1, 1978, or as soon as possible thereafter. Following a period of initial training in local Careers Offices they will proceed to full-time courses in September, 1978.

Please apply on a postcard for details and application forms to the Education Officer (EO/Estab 2A/1), Room 367, B, The County Hall, London SE1 7PB.

Forms to be returned by January 24, 1978.

MERTON
(London Borough of)
EDUCATION DEPARTMENT
ADMINISTRATIVE ASSISTANT
A.P. 4/5, £3,963 to £4,692, plus 5 per cent pay award

Suitably qualified and experienced officer required to take charge of a section dealing with the appointment of teaching staff.

Hours: 8.50 a.m. to 5 p.m. Monday to Friday but flexitime arrangements in force.

Relocation expenses in approved cases.

Application form and job description available from the Director of Education, Station House, London Road, Morden, SM4 5DR. Tel. 01-542 8101, ext. 55. Closing date: 17th January 1978.

NOTTINGHAMSHIRE
COUNTY COUNCIL
(Re-advertisement)
EDUCATION STAFFING OFFICER
(Further Education)

AP4/5, £3,[illegible]-£4,095 per annum plus £312 per annum and Phase II supplements.

This post, which is one of the Section Leader posts in the Further Education Group, carries responsibility for the application of nationally and locally agreed conditions of service for Teachers in establishments of Further Education. A good knowledge of the appropriate Burnham Reports would be an advantage and an aptitude for quick and accurate calculation of figures and statistics is required. The person appointed (male or female) will be responsible for supervising, assisting and checking the work of two Staffing Assistants.

Generous assistance will be given with the expenses incurred in moving home in accordance with the Authority's scheme.

Application forms and further details are available from the Director of Education (ADM/4), County Hall, West Bridgford, Nottingham. Closing date 20th January, 1978. Previous applicants will be reconsidered. Please quote Ref. 148 T.E.S.

ST. HELENS
EDUCATION COMMITTEE

SENIOR CAREERS OFFICER
(A.P.5, £3,828 to £4,095 plus Supplement)

Applications are invited for the post of Senior Careers Officer in the Authority's Careers Service. This post, at present, carries responsibility for the day-to-day administration of the Careers Office at Newton-le-Willows in addition to normal Careers Officer duties.

Applicants should have had considerable experience as a Careers Officer, should possess a degree or equivalent qualifications and preferably have completed a recognised course of training for the Careers Service.

Application forms and further particulars may be obtained from the Director of Education, Education Department, Century House, St. Helens WA10 1RN, and should be returned by Friday, 24th January, 1978.

SEDGEFIELD
(District Council of)
Post No. 70/01
CHIEF RECREATION and AMENITIES OFFICER
Salary £7,212 to £7,927
(includes supplements)
Applications are invited for the above appointment which arises following a restructuring of the Council's Management to create a new department. The Council already provide two multi-purpose Sports Centres and a Rail Museum. The development, promotion and co-ordination of all leisure activities are in all aspects of the Council's programme aimed at achieving their key objectives. Capital Programmes over the next five years include an Arts Centre, "Dual Use" Sports facilities, a Gymnastic/Ballet Centre and Golf Course as well as developing existing facilities.

The successful applicant will be responsible for the development of the Council's recreation and social leisure policies and the management of facilities including all catering services provided in the Council's other services.

Experience in management and administration at a Senior level is necessary in appropriate fields. He/She must be capable of showing exceptional personal drive and the ability to motivate others. The need to work with statutory, voluntary and private organisations who provide leisure facilities in the district will also require distinctive personal qualities. The successful applicant will be required to be a member of an appropriate trade union in accordance with the Council's Union Membership Agreement.

Canvassing directly or indirectly will disqualify.

This advertisement is issued with the permission of the New Towns Staff Commission.

Job description and application form obtainable from the Personnel Section (telephone Spennymoor 816166, ext. 212). Closing date Friday, January 20th, 1978.

A. J. ROBERTS, Chief Executive Officer, Green Lane, Spennymoor, Co Durham, DL16 6JQ.

WAKEFIELD (City of)
METROPOLITAN DISTRICT COUNCIL
EDUCATION DEPARTMENT
SENIOR EDUCATION WELFARE OFFICER
AP4 (£3,366 to £3,702) plus up to £520 per annum supplements
Applicants should be suitably qualified and experienced persons to supervise the work of a team of Education Welfare Officers initially in the Wakefield area. Experience in welfare work, preferably in an Education Department, is essential.

Removal and disturbance allowances and assistance with legal expenses are available in approved cases.

Requests for application forms and further details (accompanied by a S.A.E.) should be addressed to the Chief Executive, Personnel Section, Town Hall, Wakefield (to be returned by 20th January 1978).

General

ANGLO-AUSTRIAN SOCIETY
ADMIN ASSISTANT/SECRETARY

with good working knowledge of German to assist with educational holidays and exchanges, language courses, student travel, lectures and concerts. Interesting varied work. Good typing essential. Salary negotiable but not less than £3,000 p.a.

Apply in writing: Anglo-Austrian Society, 139 Kensington High Street, London W8 6SX.

BERKSHIRE
UNIVERSITY OF READING

Applications are invited from University GRADUATES for the post of SECRETARY to the School of Education. Candidates should have experience and/or interest in administration and in educational issues. The appointment will date from 1st October, 1978.

Further information may be obtained from the Registrar (Room 214, Whiteknights House), The University, Whiteknights, Reading RG6 2AH, by whom applications should be received not later than 11th February, 1978.

WALTHAM FOREST COLLEGE

Senior Administrative Officer

Grade S.O.1, £5,044-£5,350 p.a. inc.

To be responsible for Academic administration (including student admissions, registration, examinations, records) together with Staffing administration.

You will also deputise for the Chief Administrative Officer and in this capacity will be expected to assume day-to-day responsibility for other administrative functions.

Previous administrative experience at senior level in a college of Further or Higher Education is essential.

Application forms and further details available from Personnel Officer, Town Hall, Forest Road, Walthamstow, London E17 4JF. (Tel: 01-531 8899—24-hour answering service.)
Closing date: 20th January, 1978.
Please quote Ref: Q.756.

London Borough of Waltham Forest

Lancashire County Council

Careers Service

Appointment of

District Careers Officer

District of West Lancashire

Salary Scale AP5 (£3828 to £4095) 'Under Review' plus Annual Salary Supplements

To be responsible to the Assistant Education Officer, Careers Service, for the management of the Service in the West Lancashire District which includes Ormskirk and Skelmersdale, and to lead a team of five professional staff and four support staff operating from two full-time Careers Offices.

The Lancashire Careers Service has a total staff of 132 and the West Lancashire District team includes a Specialist Officer dealing with older and abler pupils and a Specialist Officer responsible for work with the unemployed.

Applicants for the post of District Careers Officer should be professionally qualified and experienced Careers Officers.

The post is categorised for car user purposes, and removal and disturbance allowances are payable in approved cases. Further details and application forms may be obtained from the Chief Education Officer, P.O. Box 61, County Hall, Preston, to whom they should be returned not later than 20th January, 1978, quoting reference A498/10/JAQ.

CAREERS SERVICE

TRAINEE CAREERS ADVISERS

Salary £2,148-£2,466 + £312 + 5%

Applicants should hold a degree/HNC or other comparable professional/technical qualification with useful post-qualifying employment experience. Special consideration for more mature candidates.

Candidates, male or female, may obtain application forms (returnable by 20th January, 1978) and further details from the Chief Education Officer, Personnel Division, Education Offices, Margaret Street, Birmingham B3 3BU.

Canvassing will disqualify.

BIRMINGHAM CITY COUNCIL

Cumbria Education

Senior Adviser

£7,956 to £8,580 (includes supplements) Burnham Head Teacher Group 10.

Carlisle

Cumbria County Council invite applications from well qualified men and women for the above post in our North East Division.

The successful applicant will work closely with a number of other advisers covering all stages of education. Particular interest will be in secondary education and applicants should have good experience in this field in a responsible position. Experience in the advisory field is desirable but not essential.

Medical clearance. Superannuation scheme.

Further details and application form, returnable by 30 January (accompanied by a full letter of application), from Director of Education, 5 Portland Square, Carlisle CA1 1PU.

Merchant Taylors' School, Crosby

The Governors invite applications for the post of

BURSAR AND CLERK TO THE GOVERNORS

as from

1st September, 1978

Applications should be made before 4th February, 1978, to the Clerk to the Governors, Merchant Taylors' School, Crosby, Liverpool L23 0QP, from *whom full particulars of the appointment may be obtained.*

EAST MIDLAND REGIONAL EXAMINATIONS BOARD

WEST MIDLANDS EXAMINATIONS BOARD

for the

CERTIFICATE OF SECONDARY EDUCATION

Appointment of

RESEARCH OFFICER

Applications are invited for the above post, which is to be a newly established joint *appointment from 1st May, 1978.* The Boards are looking for a person with suitable academic qualifications (preferably a degree in Mathematics or Statistics), together with adequate experience in educational research (preferably in the field of examinations) and some teaching experience.

Conditions of Service will be those of the National Joint Council for Local Authority Staff and the post will be superannuable.

Salary will be within the P.O. I range (points 1-5) which currently is £5,209-£5,770 (inclusive of supplements).

The Research Officer will be based on either Birmingham or Nottingham according to circumstances.

Full details and application forms may be obtained from The Secretary, West Midlands Examinations Board, Norfolk House, Smallbrook Queensway, Birmingham B5 4NJ.

Completed application forms must be returned by 31st January, 1978.

Social Services

Social Workers

Intermediate Treatment

£2983 p.a. to £3975 p.a. (inclusive)

As present postholders are going on courses vacancies exist in four areas of the City for appropriately qualified workers (male or female). There is a Specialist Intermediate Treatment Officer attached to each of the Area Offices. The Department is committed to the concept of Intermediate Treatment, has high-level involvement with Statutory work and offers a real challenge to workers with initiative and imagination.

Applicants should be prepared to work unsocial hours and practical knowledge of Group Dynamics and Group Work Skills, *plus organising ability* is sought. Candidates should be experienced in working with children and young people in group settings within field and/or residential work. Appropriate experience and qualifications in group work outside the Social Services may be relevant.

A minimum salary of £3323 p.a. inclusive is payable for qualified Social Workers. The posts carry Car Allowances and assistance with house moving in accordance with the Authority's scheme.

For an informal discussion about the posts please ring the Area Director concerned:

South Area: Alan Smith, Nottingham 218021.
East Area: Tony Holmes, Nottingham 56744.
West Area: Jean Downs, Nottingham 58211.
North Area: Norman Henson, Nottingham 277681.

Application forms available from Mr. E. G. Culham, Director of Social Services, at County Hall. Please quote Ref. LJH/SWIT/145 and Area.

Nottinghamshire County Council
County Hall West Bridgford Nottingham NG2 7QP

ADMINISTRATION
General
continued

LONDON
THE POLYTECHNIC OF NORTH LONDON
ACCOMMODATION OFFICER
(Re-advertisement)
Applications are invited for the appointment of an ACCOMMODATION OFFICER. The person appointed will be a member of the Social Services Unit with special responsibility for student accommodation.
The Accommodation Officer will be expected to operate an efficient system of registration of accommodation and applications with responsibility for expanding the student accommodation service using public, private and Polytechnic housing resources.
The successful applicant should have initiative, tact, and administrative ability, and preferably experience in this area of work.
Salary Scale: £3,500 to £3,670 (inclusive of London Allowance and earnings supplement).
Application forms from the Establishment Officer, The Polytechnic of North London, Holloway Road, N7 8DB. Telephone No. 607 2789, extn. 2019.
Applications should be returned within 14 days of the appearance of this advertisement.

SUFFOLK
EAST ANGLIAN REGIONAL ADVISORY COUNCIL FOR FURTHER EDUCATION
Applications are invited for the post of *ASSISTANT SECRETARY of the* above Council. Candidates should hold a degree or professional qualification or have had equivalent training, together with experience of further education teaching or administration, including committee work.
The salary scale is £4,75? to £5,363 (including supplements).
Application forms and further information from the Secretary, E.A.R.A.C., Shire Hall, Bury St. Edmunds, Suffolk, IP33 2AN, on receipt of a stamped addressed envelope.
The closing date for applications is 31st January 1978.

Child Care

SANDWELL
(Metropolitan Borough of)
DEPARTMENT OF EDUCATION

SHENSTONE LODGE SCHOOL

HOUSEPARENT required for the above school for junior emotionally disturbed children.
The school is situated near the village of Shenstone in the *green belt area on a main road* between Lichfield and Birmingham. It is preferred that the post be residential.
Salary will be in accordance with R.C.C.O. Grade 1 which is £1,701-£2,520 plus £312 and 5 per cent.
Prospective applicants may view the school by arrangement with the Head Teacher. Tel. Shenstone 480360.
Application forms are obtainable from the Director of Education, P.O. Box 41, Highfields, High Street, West Bromwich, West Midlands B70 8RG, and should be returned to that office as soon as possible.

SANDWELL
(Metropolitan Borough of)
DEPARTMENT OF EDUCATION

WHITTINGTON GRANGE SCHOOL

HOUSEPARENT required for the above school for junior emotionally disturbed children.
The school is in a rural setting near Lichfield.
The post may be residential or non-residential.
Salary will be in accordance with the R.C.C.O. Grade 3, which is £2,364-£2,863 plus £312 and 5 per cent.
Prospective applicants may view the school by arrangement with the Head Teacher. Tel. Whittington 432306.
Application forms are obtainable from the Director of Education, P.O. Box 41, Highfields, High Street, West Bromwich, West Midlands B70 8RG, and should be returned to that office as soon as possible.

Educational Psychologists

EAST SUSSEX
COUNTY COUNCIL
EDUCATIONAL PSYCHOLOGIST
(Central Area)
£4,401-£5,100
An Honours Degree in Psychology, teaching experience and professional training are essential. Starting salary according to age and experience.
Assistance with removal expenses in approved cases.
Application forms and details from the Chief Education Officer, P.O. Box 4, Lewes, East Sussex. Closing date: 31st January, 1978.

LANCASHIRE COUNTY COUNCIL

SOCIAL SERVICES DEPARTMENT

RED BANK SCHOOL
Newton-le-Willows, Merseyside WA12 8EA

Readvertisement

TEMPORARY EDUCATIONAL PSYCHOLOGIST

ASSESSMENT UNIT

Salary: £3,900 to £1,731, plus annual salary supplements.
A vacancy exists for a temporary *Educational Psychologist* for a period of 18 months, commencing on October 1, 1978, whilst the current holder of the post attends a full-time course.
Applicants should be prepared to work with a multi-disciplinary team involved in the assessment of educational, social and emotional difficulties of boys aged 10 to 16 plus years, who are either committed to the care of the local authority or who are remanded for reports to court.
Holidays. Six weeks, inclusive of statutory and extra statutory holidays.
Application forms and further details are available from the Principal
Closing date: January 20, 1978.

STAFFORDSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
EDUCATIONAL PSYCHOLOGIST
Salary £3,900 to £6,660 plus supplements of £312 and £208. Based at Lichfield.
This post covers the East and South East of the County, although some flexibility may be needed to meet the demands of a large area.
Candidates should have an honours degree in *Psychology (or equivalent)*, a teaching qualification, not less than two *years'* teaching experience, a recognised post-graduate qualification in educational psychology and be car drivers. Applications will be considered from candidates at present on professional training courses.
Interviews early in the New Year.
Further details and application forms from the Chief Education Officer (Admin.), Education Offices, Tipping Street, Stafford ST16 2LP, to be returned within two weeks of the publication of this advertisement.

SUNDERLAND
(Borough of)
EDUCATION AUTHORITY
EDUCATIONAL PSYCHOLOGIST—PART-TIME
Readvertisement
Applications are invited for the post of an EDUCATIONAL PSYCHOLOGIST to work 0.5 full-time equivalent sessions in the authority's psychological service. Salary in accordance with the Soulbury Agreement O.T. Scale 4, Point 4 to H.T. Group 7, Point 4, £6,238 to £7,161.
Applicants should possess an honours degree in psychology and have suitable further qualifications and teaching experience.
Application forms (S.A.E) and further details are available from the Director of Education, Town Hall and Civic Centre, Sunderland SR2 7DN, to whom applications should be forwarded so as to arrive not later than January 30, 1978.
Informal inquiries may be directed to Mr. J. A. Wallis, Senior Educational Psychologist, tel. Sunderland 281008.
A. L. Bloom, Chief Executive.

The London Chamber of Commerce and Industry Commercial Education Scheme

Applications are invited for the post of

DIRECTOR

Duties will include the general oversight and promotion of the Chamber's examinations, liaison with other educational bodies, administrative and academic services for various subcommittees and speaking at conferences and seminars.

Candidates should have wide experience of business education and preferably have held a post of senior responsibility connected with Further Education.

Salary will be determined according to qualifications and experience.

For further details and application form please write for the personal attention of Mr. W. F. Nicholas, Director, London Chamber of Commerce and Industry, 69 Cannon Street, London, EC4N 5AB, or telephone 236 9129.

(Second advertisement.)

SENIOR PSYCHOLOGIST

Soulbury Scale £6489 - £7113 + £501 supplements. (Burnham Group 8).

Applicants must be qualified educational psychologists with at least 2 years post qualification experience.

Candidates, male or female, may obtain application forms (returnable by January 20th 1978) and further information from:-

Chief Education Officer, Personnel Division,
Education Offices, Margaret Street,
Birmingham B3 3BU.
Tel: 021-235 2587.

Please quote Ref. 39/AS/P/144

Canvassing will disqualify.

BIRMINGHAM CITY COUNCIL

KENT County Council Education Committee

SCHOOL PSYCHOLOGICAL SERVICE

Educational Psychologist

required for the Dartford Division. This permanent full-time post forms part of the Authority's developing *School Psychological Service and psychologists* completing Post-Graduate training are invited to apply.

In addition to undertaking the normal range of School Psychological Service duties with a commitment to the Departments of Family and Child Psychiatry, psychologists participate actively in the Education Department's extensive In-Service Training Programme. Candidates must have an Honours Degree in Psychology and have had good teaching experience and a Post-Graduate training in Educational Psychology. A current driving licence and ability and willingness to drive a car is essential.

Salary within Soulbury Scale £3900-£6660, plus £312 and £189, Phases 1 and 2 supplements, and £150 Inner London Fringe Allowance. The salary starting point will be determined by qualifications and experience.

Application forms and further particulars from me, W H Petty, County Education Officer (Ref G. Ext 2481), Springfield, Maidstone, Kent. Closing date 30th January, 1977.

NATIONAL FOUNDATION FOR EDUCATIONAL RESEARCH IN ENGLAND AND WALES

SCHOOLS COUNCIL PROJECT

Transition and Continuity in Early Education (3-8) Years

Research Officer (Project Leader) Assistant Research Officer

Candidates for the above posts should be qualified teachers, preferably graduates in one of the Social Sciences, and should have had relevant teaching experience.

The purpose of this project is to develop and evaluate the concept of locally based Liaison Groups as a means of harmonising children's early educational experiences. The groups will each be composed of the staff of a neighbourhood infant school, and its various contributory pre-school institutions.

Resources for the use of these groups, including videotapes, will be produced in close cooperation with researchers involved in a concurrent NFER/DES research project.

The project begins on 1st April, 1978, and terminates 31st August, 1980. (Secondment may be arranged for suitable candidates.)

Possession of a current driving licence, and the availability of a car are essential. Substantial travel within England and Wales and some overnight stays will be involved.

Research Officer salary scale £3,975 to £5,015 (30 days' leave per annum), Asst. Research Officer salary range £4,050 to £4,402 (25 days' leave per annum). Placement on scale according to qualifications and experience.

For application forms and further particulars apply: Mrs. P. P. Harris, Group Personnel *Officer* (please quote RESEARCH OFFICER POST No. TCE02; or ASSISTANT RESEARCH OFFICER POST No. TCE03—*no C.V.s.*). National Foundation for Educational Research in England and Wales, The Mere, Upton Park, Slough, SL1 2DQ—Tel: SL 28161.

CLOSING DATE FOR RETURN OF COMPLETED APPLICATION FORMS NO LATER THAN 20TH JANUARY, 1978.

Examiners

LONDON
THE UNIVERSITY
UNIVERSITY ENTRANCE AND SCHOOL EXAMINATIONS COUNCIL

GENERAL CERTIFICATE OF EDUCATION EXAMINATION

The Council invites applications for the appointment of CHIEF EXAMINER in ORDINARY LEVEL FOOD and NUTRITION in the G.C.E. Examination as from the June, 1979, examination.
Applicants should be graduates or hold appropriate qualifications and should be between the ages of 25 and 65 with three years' recent teaching experience; experience in G.C.E. examining would be an advantage.
Application forms and particulars of remuneration, conditions of appointment and duties may be obtained from the Secretary to the University Entrance and School Examinations Council, University of London, 66-72 Gower Street, London WC1E 6EE, to whom completed forms should be returned not later than 17 February, 1978.
Previous applicants for this post need not reapply as their *applications will be considered* with new ones.

LONDON
UNIVERSITY OF LONDON
UNIVERSITY ENTRANCE AND SCHOOL EXAMINATION COUNCIL GENERAL CERTIFICATE OF EDUCATION EXAMINATION

The Council invites applications for the following appointments :—

TWO CHIEF EXAMINERS IN ADVANCED LEVEL PRACTICAL MUSIC

Practical Music is a new Syllabus which combines a recorded aural test for the practising musician and a theory paper on history, repertoire and performance, with the use of performance grades of the Associated Board of the Royal Schools of Music.
Applicants should be graduates or hold appropriate qualifications, and should be between the ages of 25 and 65 with three years' recent experience of teaching music.
Application forms and particulars of remuneration, conditions of appointment and duties may be obtained from the Secretary to the University Entrance and School Examinations Council, University of London, 66-72 Gower Street, London WC1E 6EE, to whom completed forms should be returned not later than February 10th, 1978. Applicants should enclose a self-addressed foolscap envelope.

THE ASSOCIATED EXAMINING BOARD
for the General Certificate of Education
Wellington House, Aldershot Hampshire GU11 1BQ
Applications are invited for the post of CHIEF EXAMINER in DRESS at Ordinary level commencing with the June, 1978, examination.
Applicants must be suitably qualified in Dress and have had at least five years' relevant teaching experience, preferably in schools and further education colleges.
Some examination experience is essential, preferably of both practical and theory examination work.
Application forms and further details may be obtained from the Secretary (AG) at the Board's offices.

Librarians

STAFFORDSHIRE
COUNTY COUNCIL
EDUCATION COMMITTEE
NORTHERN AREA
CITY OF STOKE-ON-TRENT SIXTH FORM COLLEGE
Applications are invited from suitably qualified men or women for the post of: SENIOR LIBRARIAN (Salary: £2,137 to £3,282 plus £312 plus salary supplement of 5 per cent) (minimum starting rate for Chartered Librarians £2,932) at this purpose-built Sixth Form College. The well-stocked spacious lending and reference libraries are staffed by a Senior Librarian and two assistants.
Application forms and further details are obtainable from The Principal, City of Stoke-on-Trent Sixth Form College, Victoria Road, Fenton, Stoke-on-Trent ST4 2RR. Completed application forms should be returned to the Principal, as soon as possible.

Ancillary Services

SURREY
TORMEAD SCHOOL
Guildford
MATRON required in April, or sooner if possible, to take charge of the senior boarding house of 60 girls. Medical qualifications not necessary. Salary according to qualifications and experience, plus free board and accommodation. No catering or cleaning duties.
Applications, giving details of experience and the names of two referees, should be made to the Headmistress by January 27.

Miscellaneous

SURREY
BRYCHOX ARTS WORKSHOP
New Malden
Applications are invited for the post of full-time DRAMA TUTOR (Lecturer, Grade 1 F.E.). Duties to commence as from April 10, 1978, or as soon after.
The successful applicant will be responsible for the major part of the daytime educational drama teaching of the centre, working with both primary and secondary pupils.
Applicants must also be prepared to work with the full-time multi-media Art Tutor on some combined projects at both primary and secondary level.
The drama tutor appointed will also be expected to offer her/his services in staffing one of the evening leisure drama activities organised for young people. Time off in lieu during the day is offered in return.
This developing arts project in a purpose-built centre offers the right person an exciting challenge.
Application forms and further information concerning Brychox may be obtained from the Chief Education Officer, Royal Borough of Kingston upon Thames, Tolworth Tower, Surbiton, Surrey, tel. 01-399 5111, Ext. 123, and should be returned by January 24, 1978.

GRIFFIN & GEORGE LIMITED

have a vacancy for a PHYSICIST in the technical and marketing team, to work on ideas for new equipment for science education.
The work, based in Birmingham, involves evaluation of equipment and ideas, preparation of instructional material and advertising copy, liaison with teachers, designers and consultants, acting as a member of the technical back-up team.
The successful applicant will probably be a young physics graduate with some experience of teaching.
First class conditions and good prospects with a rapidly expanding organisation.
Write or telephone for an application form: Mrs Georgina Watts, Griffin & George Limited, Frederick Street, Birmingham B1 3HT. 021-236 2552.

HILLINGDON
(London Borough of)
PERIPATETIC TEACHER of VIOLIN and VIOLA (Scale 3) to join a large full-time qualified team of peripatetic instrumental teachers. The work involves teaching small groups and individual pupils in primary and secondary schools for four days and one day giving concerts to schools with the Borough String Ensemble.
The successful applicant will be given every opportunity to participate in the very active musical life of this Borough.
Application forms from the Director of Education, Civic Centre, Uxbridge, Middlesex (telephone Uxbridge 50111, ext. 3468/9) to whom they should be returned as soon as possible.
London Allowance payable.

SURREY
FIELD STUDIES COUNCIL
TUTOR IN BIOLOGY at JUNIPER HALL FIELD CENTRE
Dorking, Surrey
Single, good degree in biology or other appropriate science, botanical interest and experience of lowland terrestrial ecosystems and knowledge of French or German an advantage. Educational qualification desirable.
Salary £1,914 by £84 by £84 to £2,112 plus free board and lodging. Appointment February, 1978, if possible. Closing date for applications 20 January, 1978.
Further details and application forms from The Director, Field Studies Council, Preston Montford, Montford Bridge, Shrewsbury SY4 1HW.

THE ECONOMY

It can be a major stumbling block

For trained teachers in search of a satisfying vocation, the economic situation can prove a significant obstacle. Educational cutbacks can—and will—end many careers not yet begun.

But we can offer you an alternative that's equally satisfying. Working with children in a residential setting is a challenging and rewarding career that will exercise your talents and training to the maximum.

We currently have a vacancy for:

HOUSE PARENT

Roxborough Home for Adolescent Boys
Salary range £2,719-£3,153
(inclusive of supplements)
INTERESTED?

Then write to the address below for further information.

Closing date for the return of completed application forms 16.1.78.

Application forms and further particulars from Director of Social Services, Council Offices, Coventry.

coventry

HAMPSHIRE
COUNTY INSTRUMENTAL TEACHING STAFF
Required April, 1978, full-time TEACHER of VIOLIN/VIOLA in the Southampton Area. Candidates should be qualified teachers but applications will be considered from suitably experienced persons who may be appointed as Instructors. *Applicants must be car drivers and* own a car. Burnham Salary Scale 1 or 2 or Hampshire Instructors Scale, according to qualifications and experience.
S.A.E. to Head of County Instrumental Teaching Service, County Music Centre, Gordon Road, Winchester, for details as soon as possible. Applications to be returned by 18th January, 1978.

WANTED MARCH TO SEPTEMBER

Outdoor enthusiasts to help at our Adventure Centres in Wales and the Wye Valley. Teaching qualification a clear advantage to teach canoeing, sailing and pony trekking to novices.
Also vacancies for welfare workers, admin., site and catering staff of all grades.
Pocket money, accommodation and all food provided.
Apply: Liz Lloyd, Personnel Officer, PGL Young Adventure Ltd, 811 Station St., Ross-on-Wye, Hereford. Tel. 4211.

ENGLISH AS A FOREIGN LANGUAGE

Representation, free-lance basis, world-wide, sought by Government approved London-based ENGLISH LANGUAGE SCHOOL. Groups or individuals earn a commission of 15 per cent on published fees.
Please write in confidence. Write Box TES 2930, The Times WC1X 8EZ.

INNER LONDON

Worker required to join team of four running large residential club in Earls Court. Membership age range 16 to 21. Mainly male. Resident post. Vacant mid-January. J.N.C. salary.
Write R. J. P. Clarke, PM Club, 1 Barkston Gardens, London, SW5.

SALISBURY CATHEDRAL

There is a vacancy for ASSISTANT ORGANIST and MASTER of the CHOIR at Salisbury Cathedral from September—or earlier. The post is combined with the Directorship of Music in the Cathedral School (Choir School).
Particulars from the Chapter Clerk, 6 The Close, Salisbury, Wilts.

WORLD DEVELOPMENT EDUCATION
FIELDWORKER ON MERSEYSIDE
A new post for the right person. £3,500 plus expenses. Work with several agencies, etc., in variety of styles and levels.
Details from Peter Brain, 33 Miranda Place, Liverpool L20 2HW.

WANTED. Sports Representative. The successful applicant will be under 40 with a wide range of teaching experience. Able to work on (his/her) own initiative and able to demonstrate to groups, advising and backing up on resources. Willing to work outdoors occasionally. A P.E. background would be an advantage. In return we offer: £4,000 p.a. + Company car; challenging and interesting job, dealing with many sports organisations; further fringe benefits. Please write with full details (copies of testimonials, qualifications, etc.) to Box TES 3130, The Times WC1X 8EZ.

FREELANCE representatives required immediately by established tour operators to call on travel agencies, schools and societies.—Applications with curriculum vitae to Transeurope, 10 Petrus and Paulus Pl., 8400 Oostende, Belgium.

Outdoor Education

SNOWDONIA
SCHOOL OF ADVENTURE
Outdoor activities for all ages in magnificent surroundings; sailing, climbing, canoeing, pony trekking, deep-sea fishing, nature, mountaineering, survival, orienteering.
Brochure from: Snowdonia School of Adventure, Barmouth, Gwynedd LL42 1DX. Barmouth (0341) 280494.

THE Lake District Outdoor Pursuits Centre has a vacancy for a Resident Instructor who is capable of teaching most of the following activities: Canoeing, Fell Walking and Expedition Work, Archery, Grass Skiing, Sailing and Pony Trekking. This position, which is available from March to September, is one of considerable responsibility and is ideally suitable for a single person who is willing to be totally involved in the life of the Centre. Current driving licence essential. For further information and application form write to: The Warden, Lont. S.P., *Lake District Outdoor Pursuits* Centre, Fellbarrow Hall, Windermere LA23 3DL.

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Application forms and further details obtainable from County Education Officer (S), P.O. Box 47, Market Road, Chelmsford.

Essex County Council

Education Committee

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wanted for January, 1978

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The salary will be within the scale £2768-£3282 per annum inclusive.

Application forms from the Administration Manager, Room 708, Brent House, High Road, Wembley, Middlesex, returnable 20th January, 1978.

Telephone 01-903 0371 (24-hour Ansafone service). Reference number E/19 must be quoted.

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Further particulars may be obtained from the Secretary, School of Educational Studies, University of Bradford, West Yorkshire BD7 1DP, to whom completed application forms should be returned.

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Awards and Scholarships

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Monmouth, Gwent

ENTRANCE EXAMINATIONS 1978

The admission examination for day pupils and boarders, on which a considerable number of scholarships will be awarded, will take place at the respective schools in February. Application forms and further particulars may be obtained from the Headmaster or the Headmistress.

MONMOUTH SCHOOL for boys over 10 and under 12 on 1st September, 1978, on February 18th. Closing date for applications, February 10th.

MONMOUTH SCHOOL FOR GIRLS for girls over 10 and under 12 on 31st July, 1978, on February 4th. Closing date for applications, January 27th.

SURREY

CRANLEIGH SCHOOL 1978 Music Scholarship announcement

At least THREE MUSIC SCHOLARSHIPS (Major awards £1,400 p.a. and £1,300 p.a.) with free musical tuition in any number of instruments will be competed for on Monday and Tuesday, February 13th and 14th, 1978. Wind and Brass players particularly welcome this year. Age limit under 14 on September 1, 1978.

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Full details may be obtained from The Headmaster, and the Director of Music is always pleased to see prospective candidates over the age of 11.

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(13) Yogurt

Forms of tender may be obtained from the undersigned and must be returned, in the envelopes provided, to the County Secretary not later than 2.30 p.m. on Friday, 27 January 1978.

When requesting tender forms please specify which form is required.

G. V. Cooke, County Education Officer, County Offices, Lincoln LN1 1YQ.

Clifton College, Bristol

Music Scholarships

One Scholarship of up to £850 and two of up to £400 each will be competed for on Tuesday, February 28, 1978.

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Full details from:—

The Headmaster, Clifton College, 32 College Road, Bristol BS8 3JH.

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Faskally Outdoor Centre, Faskally House, nr. Pitlochry, Perthshire

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Application forms may be obtained from The Assistant Director of Manpower Services, 21 Gordon Street, Glasgow G1 3PS, to whom completed forms, quoting appropriate Ref. No., should be returned by 20th January, 1978.

R. M. D. McCulloch, Director of Manpower Services.

Personal

Announcements

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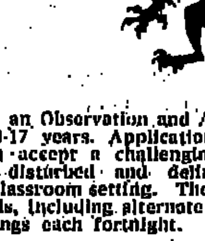
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London Borough of Enfield

Supervisor and Gardener/Supervisor



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Informal enquiries to the Superintendent, Mr. S. Marshall, 01-363 4821, or Mr. F. Davey, 01-366 6565, extn. 2413. Reference SS/935.

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Informal enquiries to the Officer-in-Charge, Miss J. Malloch, 01-360 2700, or Mr. F. Davey, 01-366 6565, extn. 2413. Reference SS/943.

An application form is available, upon receipt of s.a.e., from the Director of Social Services, P.O. Box 59, Civic Centre, Silver Street, Enfield, EN1 3XL. Closing date 20th January, 1978. Please quote appropriate reference.

LONDON BOROUGH OF ENFIELD ENGLISH LANGUAGE SERVICE

TEACHERS OF ENGLISH TO CHILDREN OF FAMILIES OF OVERSEAS ORIGIN IN PRIMARY AND SECONDARY SCHOOLS

Required for April, 1978:

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The dark is light enough

Frances Hill on radio

Everyone is understandably fascinated by his own family history. Even the tersest of diaries kept by a dead relative in a previous century makes for a compelling read, as gripping as the best-wrought detective story and as poignant as the subtlest psychological novel. But, not surprisingly, no one else's family chronicle has quite the same draw.

Unfortunately, eminent writers, when the time has arrived to plunge into autobiography, often find it hard to resist indulging their own fascination with their forebears' lives and adventures, especially when these verge on the scandalous. No doubt authors tend to nurse the illusion that their literary skills will transform the dry facts into something of more personal interest. But that this is in fact an illusion has been given fresh proof in the autobiographies of two writers as successful and entertaining as any now living. Many devoted readers will have skipped pages of Anthony Powell's and Peter Ustinov's work for the first and last times during the sections on their respective ancestors in *Infants of the Spring* and *Dear Me*. (Of course if one of your ancestors is Jane Austen matters are different. Her great-niece Jenyth Worsley's compilation of Austen family charades and riddles, with readings from the Austen novels on Radio 4 on Christmas Day made evocative listening.)

Can You Find Me?, Radio 4's feature celebrating Christopher Fry's seventieth birthday, based on the writer's book of the same title, began with the words: "All through my childhood the names of Marwood, Muddiford, and Little Silver breathed peace and contentment. A brief halcyon time before I existed. . .". One knew at once more or less what one was in for. Fry's ancestors included such exotica as a Victorian family with 17 offspring and a drunken, ne'er do well grandfather, but, despite the occasional interesting historical detail, none ever really came alive in this narrative. Letters and diary entries, however evocative for Fry himself, did not enliven the story. "To the station before ten to meet Dai and baby. Dai well but thin. Baby a bonny little chick. Saw them off by the 5.10."

It was surely no accident that the two moments in the programme when the imagination w s captured were a remembered in dent from Fry's own childhood a d a piece of "straight" history. The first was Fry's sole memory o his father, who survived his son's birth by three years. "In front of me were my father's legs, boots, stockings and Norfolk breeches. By pushing my head back I could see as far as his waist. I had a sudden feeling of contentment, as though a warm benediction had alighted on me." The second was an account of the means by which "Fry" became his mother's ancestors name. "William, son of Roger de Barton, a native of our manor of Wenscombe, has been bought into liberty. . . . He and his descendents are 'free'." (One would have liked to know in more detail than was given why and when Christopher Fry adopted this name in preference to the one—Harris—he was born with.)

The point of greatest divergence between Fry's own keen interest in his material and the inevitable lack of it on the part of most of his listeners was during Fry's description of his belief, on scant evidence, that his maternal ancestors had been Quakers. For him, the postulated Quakerism clearly carried a host of fascinating and perhaps romantic implications; for his listeners it did not, and could not.

It was perhaps a mistake on the part of the programme's producer to use Fry himself as narrator. Actors give most material a livelier rendition than the author himself. Christopher Fry's voice, though pleasant enough, moved slowly and ponderously over the text.

Of course, to celebrate Fry's birthday, something other than the "profile" customarily presented as an obituary tribute had to be attempted. (The tribute to Terence Rattigan on Christmas Day was a good example of this genre; it was solid and illuminating, and rather moving.) But an autobiographical sketch, if Fry had been willing to make it, would have been of far more interest than *Can You Find Me?*

Of the two Fry plays produced to complete the birthday celebrations—*A Sleep of Prisoners* and *The Boy with a Cart*—the second seemed a better choice than the first. For some, Fry is a shamefully neglected playwright; for many others, he is a minor talent whose total absence of realism, however defined, relentlessly sprightly use of metaphor and rather coy humour are hard to enjoy. For the sake of both groups, and for those with open minds, the BBC's commemoration should surely have made a point of presenting Fry at his best. *A Sleep of Prisoners* suffers the disadvantages of "rough" male characters and much discussion of man's relationship with God and place in the universe, both of which underline and accentuate the tendency to sheer absurdity in Fry's dialogue. A private soldier in a "timeless" army who speaks a line like "go and discard yourself" is less acceptable as a dramatic figure than a fifteenth-century orphaned clerk who says "You have mud in your mouth". And the plot and action of a play like *The Lady's Not for Burning* helps counteract the theological whimsy of many of the speeches. Perhaps *The Lady's Not for Burning* was thought to be too well known already to merit inclusion on an occasion such as this. But it has not, in fact, had a major production for many years, and a great many Radio 4 listeners will never have read it.

In *The Boy with a Cart*, though an early Fry play, or perhaps because of that, the setting (medieval), theme (faith), characters (present), dialogue (poetic) and humour (less whimsical than usual) work together, instead of against each other. And it was beautifully acted, especially by Brenda Bruce as the mother. She made the character likable and touching rather than, as she easily could have been, merely tiresome. It was a pity *The Boy with a Cart* went out in the afternoon while *A Sleep of Prisoners* had an evening spot.

Position two

Rosemary Hartill



Anyone making a visit to the old army drill hall off Euston Road where, after over nine years, the London School of Contemporary Dance still has its home might be forgiven for thinking that everything is going well there. Pianos tinkle away round the building; a peep through each studio door reveals full classes working away hard and enjoyably. Currently, over 240 students aged from six to about 35 are attending courses either on a full-time or part-time basis. For every full-time place available, six people apply. The school seems to be admirably fulfilling its double function of providing a source of good new dancers for the company and of being a centre where people genuinely interested and committed to modern dance can study and explore creatively its techniques. All the more surprising then to hear Robin Howard, the Director-General, say that the staff have had five years of doubt and self-searching as to what they should really be doing.

Since it opened, the school has been essentially designed for potential performers. The dilemma is that, when only one or two new dancers can be absorbed into the company each year, what happens to the rest? Out of last year's 15 students who completed the three-year full-time course, three had scholarships to the Martha Graham school in America, two are joining a Mexican company, and the foreigners mostly return home. Some students set up their own small groups. "But", says Robin Howard, "too many have nowhere to go. Some teach in small ballet schools or youth clubs, but are paid half of what they deserve."

The irony is that while the com- may have the right answer. It is sub- formances and residencies to spread the word about modern dance up and down the country, the students of the school are often prevented from spreading it further. While physical education teachers, who have had sometimes as little as 30 hours training in modern dance, are qualified to teach it in schools, dancers with years of performing experience, but without a teaching certificate, cannot be employed in state schools.

The School feels, at last, that it may be the right answer. It is submitting to the Council for National Academic Awards a proposal for a three-year BA degree course with a foundation year. The plan is that the foundation year will prepare the students to a basic minimum level, allowing time to discover the particular potential talents of each student. At the end of the year, the most promising students will then move on to the degree course which will be flexible enough to provide options for specialization related to future careers—whether in choreography, tap-dancing, commercial theatre or whatever. Any graduates who want to teach can then go on to take a year's Dip Ed course elsewhere. One possibility might be an arrangement with London University's Institute of Education, whereby the Institute provides the academic teaching theory with the School responsible for the practical dance classes.

One problem, of course, is the question of basic academic, as opposed to creative, entry qualifications. If this can be resolved and the principle of degree status agreed, then the course should provide not only a new and more widely recognized status for performing artists, but an opportunity for serious research and collaboration between the educational and performing worlds, between dance used educationally as a means of developing the personality and dance as an art form combining discipline and self-expression.

This is an exciting and ambitious new development for the School. Robin Howard himself fears that the move towards a more Establishment position might deter the oddballs who in the early years brought so much colour to the school. But the new hopes do offer a resolution to a real dilemma.

This year two committees are meeting to discuss dance in this country. The first is a committee on dance education sponsored by the Gulbenkian Foundation to research into the situation at present and to make recommendations for the future. The second committee, involving representatives of teachers and the classical and modern performing dance fields, is to find ways of working together and to define important areas of common interest.

Jubilee heritage

Christopher Griffin-Beale

Silver Spoon
BBC 2 (last Monday)

Robert Vas's idea in *Silver Spoon*, though hardly novel, was intriguing enough: to follow history unfolding through the lives of a number of people. In this case we met 13 men and women who share only an accident of birth: they were all born on Coronation Day 25 years ago this coming summer.

To make such an idea work, to discover or forge connexions between these disparate individuals and some wider social meaning, requires a rare controlling intelligence—such as Humphrey Jennings, whose *Diary for Timothy* (1946) was frequently quoted by Vas in the film as the starting-point for his own exploration. Since fleeing from Hungary in 1956, Vas has proved himself one of our finest contemporary documentary film-makers, painstaking, skilful and powerfully committed in his films on Eastern Europe, while in *9 Days in '26*, his documentary on the General Strike, bringing his experience of more bitter political conflicts to bear upon a major issue in British social history.

Unfortunately even Vas's talent failed to make *Silver Spoon* a cohesive programme. Perhaps the only clear message was that, as we leave Jubilee year, we are not one happy family, but one hardly needs an intelligence of Vas's potential subtlety to tell us that.

Certainly 13 proved an unlucky number in one way. As in many less ambitious television programmes, there were too many interviewees. One never learnt enough about any of the individuals, their family or their social context. None of them had anything very considered to say. Their observations about their own generation (which, give or take five years, is also mine) were too vague to establish any links between them, or even to distinguish their generation from any other.

The film had its moments, short sketches for other potentially more cogent documentaries: a series of observations about work with an unemployed actress and a factory girl from Portsmouth, contented with her job "in engineering" and delighted to be "creating things" (though seemingly in one of those jobs often denounced as machine-minding drudgery); and the comments about class from the newsagent's son from Newton-le-Willows who has eaten enough dinners to become a barrister. Any study of our industrial malaise could benefit from the vignette of the man who left the steelworks, where his talents were not recognized, to become a bingo caller.

All our current social ills and problems were touched upon, but the film's centre could not hold. Vas seemed to be operating on half-power. In places the film was downright confusing, and some of the editorial juxtapositions were simply facile, like overlaying the coronation commentator's reference to "this magnificent panoply of splendour" over a shot of a grimy terraced street. Intercutting the images of a computer fanatic, teaching the computer in his bedroom to play Mastermind, with shots of an A-bomb test, might have been valid comment, given the man's reference to the pleasure of having a machine at one's command, if one had known more about him. As it was, the allusion merely seemed cheap.

Sunstroke

Robin Maconie

Creativity and Environment. By Trevor Wishart and friends.
Alfred Kalmus, 38 Eldon Way, Paddock Wood, Tonbridge TN12 6BE, Kent. £1.50. 900938 43 9.

A compilation of "events" and "projects" devised by the author and members of the 1970 Leeds Music Theatre Workshop and "New Music in Action" summer courses held at the University of York in 1974 and 1975, interspersed with chapters of a creative philosophy from Einstein via Gödel out of Wishart, this portentous volume stands as a deserved tribute to the decline of literacy, originality and conviction in British avant-garde music after 1968, and to the discrimination of the respected universities, publishers and (oh dear) Arts Council in providing moral and financial support.

There is a place in present-day music for most of the essential freedoms Mr Wishart and his cohorts pretend to espouse, and they are consummated already in works by composers like Boulez and Stockhausen whose musical integrity and intellectual seriousness have passed the test. It is against the achievements of such as they that the Wisharts and Cardews, like it or not, will be judged.

In "Spiritual Revolution", the third chapter of Kandinsky's *Concerning the Spiritual in Art* (now thankfully reprinted in paperback by Dover at £1.75), the artist pinpoints with telling appositeness the character of aesthetic and political cults. "Because the inhabitants of this great segment of the [spiritual] triangle have never solved any problem independently . . . they know nothing of the vital impulse of life which they regard always vaguely from a great distance . . . putting their trust in purposeless theory and in the working of some logical method". Mr Wishart may have no place in his revolutionary canon for a Kandinsky, but Kandinsky has just the right place for Mr Wishart.

New plays

Dobson's Theatre in Education series continues with three new plays, each 50p. *The Hour of the Werewolf* and *The Curse of the Labyrinth*, both by Brian Haylos, are horror plays for children; and Alfred Bradley's *The Nightingale and the Emperor* is based on the story by Hans Andersen. While it is good to have scripts published which are suitable for use in schools, and which have already proved successful with young audiences, the title of this series is somewhat misleading as the plays have nothing to do with TIE programmes.

ETV

Spoken language

Brian Hill on new radio language series

The schools radio unit is broadcasting 70 language programmes this term for French and German classes, and most of this output is made up of new programmes.

One series of particular interest is *In Germany* (Tuesdays, 9.25), which aims to provide general information for non-linguists and background material for beginners. Most of the programme is in English but there is a short German section at the end which reworks in simple language some of the points raised earlier.

Themes are intended to appeal to children and include interviews with young people in Germany about school, pocket money and food, as well as entertaining talks with English children who have visited Germany. An excellent booklet accompanies the series, just beating the short-sighted BBC embargo on pupils' publications.

The other German series are *Da sind wir wieder* (Mondays, 10.45) which apart from an interesting news programme on February 6 is largely a repeat of the 1975 series, and *Deutsch für die Oberstufe* (Wednesdays, 9.05). The exclusive interview on January 18 with the best-selling author Siegfried Lenz, the repeat of Max Frisch's play *Andorra* on February 22 and the topical "Nachrichtungen und Neuigkeiten" on March 8, are especially recommended.

For French sixth forms the *Voix de France* series has some interesting new programmes. I particularly like the idea of analysing French opinion polls in "Un sondage sur les sondages" on February 9, the detailed examination of the history and current extent of nationalized industries in France on February 23 and four extracts from Jules Romain's *Knock* which is transmitted on March 9.

Although ostensibly for fifth forms, *Horizons de France* (Thursdays 10.45) is often usable at a higher level. Science fiction addicts will enjoy the programme on February 2 which starts with the bizarre return of Napoleon's ashes to France.

Those in need of practice on the conditional tense should benefit from "Si j'étais riche" on February 9. The results of an interesting pupils' access scheme will be heard in the last programme of the term, when the best scripts and ideas sent in by listeners will be broadcast.

La France Aujourd'hui (Tuesdays, 9.40) has been rightly criticized over the years for being above the heads of the fourth year audience, so a new format which tries to elicit more active responses from pupils has been designed.

Most of the programmes have a question and answer module which follows about 12 minutes of dramatized sketches on subjects such as "La Colonie de Vacances" (January 10) or industrial frustration in "Rien ne va plus" (February 28).

The series *Salut les Jeunes* (Wednesdays 10.45) is for 11 to 13-year-olds who need linguistic support. The dramatizations here sometimes overstretch reality, but the vocabulary is carefully selected. The programmes revolve around the visit of a young Martinique girl and are divided into short segments with two levels of difficulty, the first having no examples of perfect or imperfect tenses.

Taken as a whole, this term's output is varied in both subject matter and linguistic style. It forms a uniquely inexpensive resource for developing aural comprehension and simple oral expression, and can be used in countless ways. There have been some fundamental changes in approach from he BBC and the programmes this term are much more closely related to use.

Films

Images of engineering

Carolyn O'Grady

Engineering to many people smacks of only oil, grimy overalls and hard-hatted men who can hardly be told apart from the machines with which they work.

The image, of course, is unfair. Engineering can be a unique blend of intellectual problem solving and manual skill; creative in the true sense.

The Engineers, a new further education series which begins this month, sets out to correct the misconceptions by concentrating on the people rather than technical ideas. It attempts to show engineering through the eyes of some of its most successful and articulate practitioners. The formula, if the two programmes recently previewed are representative—the first on Michael Neale will be shown on January 17 and the second on John Coplin on February 14—has worked admirably.

Michael Neale is a consultant tribologist (concerned with friction, lubrication and wear). He takes his friends on pub crawls through the countryside in a restored antique steam roller and has rebuilt a dilapidated cottage incorporating a number of his own original engineering designs.

His small company—himself and four young design engineers—tackle almost any engineering problem from those presented by flexible coupling in huge power stations to the creation of a woman's hair washing machine.

John Coplin, assistant director of Rolls-Royce Ltd, Derby, was the chief designer of the RB211 engine and was much involved in the 1971 Rolls-Royce crisis of confidence.

The descriptions of the workings of the Rolls-Royce plant are the least successful part of the programme—it is difficult in so short a time to explain what is happening in such a large-scale operation. More gripping are the glimpses we get of Coplin's life with his children and his father, his own description of his career and the small insights into the near economic catastrophe of 1971.

Michael Garrod, producer of the series, has resisted the temptation to make too much of the ideosyncrasies of his subjects in an attempt to make them more interesting than they really are. Often he merely lets them speak about their work or eavesdrops on a meeting of pub lunch.

Neale and Coplin have that aura of calm, but not complacent, satisfaction which is found most in people engaged in work which is demanding both of the intellect and manual ability. They convey their enthusiasm without being ebullient.

Other engineers include Bob Allison, chief engineer of the Scottish Division of the British Steel Corporation, Tony Davis, who was rejected by the RCA when he wanted to study industrial design, but now at 32 owns his own firm specializing in testing equipment, and Keith Williams, once a shop steward and now a director of manufacturing.

There are no women, a sad fact at a time when efforts are being made to encourage girls to study scientific and mathematical subjects.

The series is aimed at the casual listener with no particular engineering knowledge and would be ideal as a conversation prompter for a discussion on industry and careers, not only for budding engineers, but also for pupils who believe that all creativity stems from arts subjects.

Unfortunately the programme goes out at the worst possible time for school children—11 pm, though schools might videotape some of the series. There are also plans to repeat it in the early evening to make it more accessible to school-children.

Variations on a theme

Cherida Mares

on 'Watch'

Infant teachers who enjoyed the *Robinson Crusoe* unit in last term's *Watch* will be pleased to know that the first three programmes in the spring term will again be connected by a story line—that of *Robin Hood*.

The production team have seen more evidence of sustained interest and good work as a result of the *Robinson Crusoe* unit than from any previous *Watch* programmes. They predict that a connecting story line, rather than a connecting concept, will be the pattern for the future.

This approach gives the producers freedom to develop concepts which arise naturally from the story, while the story itself guarantees the children's interest and involvement.

Teachers often say they do not have enough time to develop the ideas which come from the various radio and television series they follow, particularly when the subject matter of the programmes is unrelated.

However, in the first few weeks of this term both *Watch* and *Time to Move* are taking *Robin Hood* as their theme. The series will complement each other, suggesting different approaches to the topic and giving children opportunities for exploration through music, movement and drama.

Child Education is also cooperating in this centre of interest approach with 18 pages of ideas, information and resources related to castles and the *Robin Hood* legend in the January issue. There is a colourful pull-out wallchart, details of places to visit, a book list, and picture-stories for the children to finish. There are stories and music, ideas for maths and art work and recipes for gruel and other medieval dishes.

Some of the sequences for *Watch* were filmed in the New Forest and at Bodiam Castle with the cooperation of local schools. History comes to life when the presenter and a band of children storm the castle and get bombarded with flour and water through the murder holes and from the battlements. These sections are skilfully combined with archive film material, studio sessions and educational film to provide varied and entertaining programmes.

Although like all infant series, *Watch* is short, it is both lively and interesting without being staccato and fragmented. No time is wasted with repetitive opening sequences, each programme starts with a guessing game which gives a clue to its contents.

It is to the producers' credit that *Watch* is never condescending, but makes stimulating provision for the whole ability range. Not all programmes for the very young offer enough for the brightest and most alert children, whose need to be kept interested is as great as the need of the less able to be made interested.

Briefings

Radio and tv

FE and general interest

Living City (Sunday, Tuesday, 15.30 BBC 1)
Fifteen programmes looking at the sociology of an English city—Leicester. Five city families are contrasted with people from a nearby village.

Democracy at Work (Sunday, 10.25, BBC 1)
Start of the third series in the joint BBC/TUC trade union studies project. Archive film of the nineteenth century trade union movement introduces a programme tracing the history of the unions.

Children Growing Up (Monday, 15.30 BBC 2)
Aimed at young people to help them understand the development of their own children.

The Object of the Exercise (Monday, 4.00, BBC 2)
What physical education can parents reasonably expect the school system to offer their children?

Télé-Journal (Monday late night, Tuesday, 9.10 BBC 1)
French television news as seen in France earlier in the evening. Familiar topics with a different slant and in a different language.

Propaganda with Facts (Tuesday, 7.05, BBC 2)
An examination of the ways in which newsreels, documentary and feature films were used to direct public opinion in wartime.

Music in Principle (Friday, 19.00 Radio 3)
A study of the common ground shared by many styles of music.

For schools

By the People, for the People (Monday, 9.45 VHF 4)
An introduction to politics for 14 to 17 year olds gives general information on local and national issues.

Look! (Tuesday, 9.05 VHF 4)
"Was dada the father?: dada and surrealist art" a programme to mark the opening of an exhibition at the Hayward Gallery. Thirteen to 16 year olds examine the links between dada, Monty Python and the Goodies.

In Germany (Tuesday, 9.25 VHF4)
Ten independent, flexible programmes in English about how people live and work in Germany.

Work (Wednesday, 11.20 ITV)
A new series designed to help 14 to 16-year-old pupils of average and below average ability to think about the nature of work.

Experiment: Biology (Thursday, 10.31 ITV)
A number of A level biology experiments unlikely to be undertaken at school. Here experimental techniques in electron microscopy are illustrated.

People at work (Friday, 9.20 VHF4)
Aimed at third year secondary school children who may have to opt for certain subject areas at the end of the year which will influence their working lives.

Inside Pages (Friday, 11.00 VHF4)
Five programmes for 10 to 12-year-olds to encourage them to enjoy reading. In "Monstrous" Brian Blessed reads from *Beowulf the Warrior*.

Films

John A. Barker reviews science films

High protein

Proteins
16mm, sound, colour, 17 minutes running time, released in 1976.
BP Film Library, 15 Beaconsfield Road, London NW10 2LE.

There are a number of films that deal with proteins—their sources, composition and structure, and their nutritional importance. This film adopts a more divergent approach. It begins by considering the need for proteins. It then illustrates the construction of protein out of amino acids by an analogy with jewels on a necklace and emphasizes their diversity by showing a range of organisms each with their own special proteins.

Many examples are given to show the range of functions that proteins have in the body—the production of antibodies; haemoglobin; clotting proteins in the blood plasma, and, of course, enzymes.

The second half of the film is concerned with the problems of producing sufficient protein for the increasing world population. Various ideas are suggested: factory farming, textured vegetable protein and using yeast grown from oil products or on animal foodstuff. The need for research into new production methods is emphasized, with the ultimate objective of being able to synthesize proteins directly using the sun's energy.

This is a visually attractive film. Though not specifically made for teaching, it would be useful in schools for consolidating the diverse information on the importance of proteins. The teacher will need background material to cope adequately with the range of ideas rather sketchily introduced in the second half of the film.

Matter and energy

Energy in Perspective
16mm, sound, colour, 21 minutes running time, released in 1976.
BP Film Library, 15 Beaconsfield Road, London NW10 2LE.

Concern with energy reserves is rapidly taking over from the environmental issues of the early seventies. This is one film which takes a wide view of the importance of energy in our civilization.

Energy in Perspective begins with a high visual impact. A series of short scenes illustrate energy in action, ranging from a tiger almost jumping out of the screen at us to an atomic explosion.

The historical development of our dependence on fossil fuels is traced—first on coal, then oil. In the first 100 years 15 per cent of the known oil resources were used; another 15 per cent took only 10 years to consume. This is compared with coal resources which could last over 400 years.

The catch-22 of the developing world is explained. These countries must become self-sufficient, but greatly increased energy will be needed to do so. The 20 watts of electric power available a head for domestic use in India is compared with the 3,000 watts in the United States.

The nature of the high energy losses in converting the chemical energy in coal to potential energy in an electricity generating station is illustrated. In contrast, an example of energy saving is provided in a French power station where "waste" heat is used for district heating of homes. Other possible resources: nuclear; wind; geothermal; tide and sun, are explored.

The film ends with superb shots of the sun's surface and the comment that while the world of cheap energy is behind us and the world of limitless energy (nuclear fusion) ahead, there is a gap between the two which must be bridged if our civilization is to survive.

There is a great deal of material in this film, too much for any class to take in at one time. But for brighter children and sixth-form general study courses, this will be a most valuable asset to teachers.